

EDUCATION
AND
THE FUTURE
OF
INDIA



V.S. MATHUR

ABOUT THE BOOK

Clear and precise thinking is a rare gift for an Educational practitioner. In these 22 articles, Principal V. S. Mathur, with the richest professional and academic background, has very brilliantly revealed this gift in him. After his very sound and well-thought out views on values in Education, he has very ably touched upon the latest problems and trends in Education. The "Latest in Education" is always welcome as education is a dynamic discipline !

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Education

EDUCATION AND THE FUTURE OF INDIA

THE HISTORY AND THE POLITICS OF INDIA

EDUCATION AND THE FUTURE OF INDIA



By
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BLESSINGS

Shri V.S. Mathur's collection of his articles on Education in a book-form is a most welcome gift to the reading Public. It should be of special interest to those who are interested in the vital problem of education. The book bears eloquent testimony to the author's breadth of outlook and his fine grasp of the subject. Different aspects of education have been dealt with in a simple and lucid style and valuable suggestions given for improving secondary education and attending to psychological requirements of the pupils.

Education today has ceased to be a mere informative effort. It has to be more of a reformatory process. The author has rightly stressed the importance of music, drama, art, debates, games and scouting in the scheme of education. The book is eminently suited to the requirements of our times. It is highly interesting and informative and affords valuable insight into the latest methods and scientific techniques for the development of human personality.

PARTAP SINGH
Chief Minister, Punjab.

LETTERS

My dear Sir,
I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the matter of the
and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.
I am, Sir, very respectfully,
Your obedient servant,
J. H. [Name]

I am, Sir, very respectfully,
Your obedient servant,
J. H. [Name]

Very respectfully,
J. H. [Name]

Very respectfully,
J. H. [Name]

P R E F A C E

The present publication is a collection of some of my published papers and talks on education prepared during the last ten, twelve years. As they were written during a long period, there is no question of any continued thinking. Overlapping and contradictions are natural. They, however, present a point of view and a devout desire to see things moving.

I have ventured to present my thoughts only to encourage fresh thinking on some important aspects of Indian education and I claim no originality of any sort. My only claim is that I have put forth my thoughts as they came to me. At places my criticism and observations have been rather bold and I hope they will not be misunderstood, because I have written what I sincerely felt.

The book opens with 'Blessings' from our deeply respected and loved Chief Minister. I consider it an unique privilege, and feel deeply indebted and highly encouraged.

Prof. T. K. N. Menon has contributed an inspiring 'Foreword'. I feel elevated by his words of appreciation and encouragement.

The book has taken more than a year to see the light of the day. I thank the Publishers for putting up with my laziness and for their perfect courtesy.

V. S. MATHUR

FOREWORD

Professor V. S. Mathur is one of the veterans among teacher educators in India and, therefore, he needs no introduction to the educational world in the country. A number of his articles and other writings have already attracted sufficient attention to ensure a warm welcome for his present volume -- "Education and the Future of India". This valuable treatise is appearing at a most opportune moment. Educational thought in our country is just awakening from the long slumber into which it had fallen for centuries. Indian education tends to stumble in the unaccustomed glare streaming from the West and the tottering first steps lack decision and confidence. On the one hand, the dazzle of Occidental progress blinds and beckons; on the other, a mellower light of the "other days left behind" still holds us in thrall. Confused between the realities of the past and visions of the future, the present is a period of perplexity.

The all-round development in the different walks of life in India does not permit us to stand and gape when a silent revolution is round the corner. Years do not wait for us to take stock and check our bearings. Even while being tossed about in a storm of conflicting values with no clear course laid out or chart provided, we are forced to steer a path and choose our destination. Or else, the winds and waves of fast changing environment will lead us where they list, regardless of our will and wish.

Hence, this book. It behoves every thinking person in our country to talk out what he thinks. It needs the concerted thoughts, words and efforts of thousands of people to make any appreciable effect in such a vast realm. Professor Mathur, with his wide contacts and responsibilities, is in a position to influence both educational thought and practice.

There is no level of education, from primary to university, that he has left untouched; no aspect, from training and supervision to building and equipment, that he has neglected. His informal and conversational style gives the reader a feeling of

closer contact. Based as they are on a realistic appraisal of existing conditions, the taunt of "armchair thinking" usually levelled at training college lecturers in their "ivory towers", falls pointless to the ground. The author through personal reminiscences of his rich experience meets the criticisms that are usually put forward and shows how the reforms suggested could be enforced. He has tried to consolidate existent strands of thinking and weave them into a composite whole.

I have no doubt that this book will set people thinking about problems of Indian Education, inspire them to new programmes and new experiments and pursue them with imagination and vision.

Delhi
May 6, 1962

T.K.N. Menon,
*Director of Extension Programmes
for Secondary Education and Dean,
Faculty of Education,
University of Delhi.*

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VALUES IN EDUCATION

The 'how' of education is to a large extent governed by the 'why' of it. To determine the 'why' is therefore the premier pre-requisite of all educational planning. In India the problem has become more significant after the advent of freedom and democracy. What was true before the 15th of August 1947 does not hold good now. Further, the cultural and social pattern of a country have also to be taken into consideration as an equally potent factor in determining the values in education suited to that particular area. All this means that the aims and nature of education are largely dependent on the philosophy of life prevailing in a certain area at a certain time.

Every individual and every community boasts of a certain philosophy which guides all its actions and tempers all its thinking. This leads us to a discussion of what is *philosophy* and what is *education* and what relation they have with one another ?

Speaking briefly 'philosophy' is the way in which one regards things, events, relationships, and the values one sets on them. This evaluation differs from individual to individual and from group to group. Huxley has rightly said, "Men live in accordance with their philosophy of life and their conception of the world." It is true of the 'most thoughtless'. It is possible to live without metaphysics." But it must be realised in the very beginning that philosophy is mostly an idea of what is possible, and not a record of accomplished facts. Hence it is hypothetical. It merely presents an assignment of something to be tried. A philosophy results in a certain way of life. It indicates a manner of life which an individual or a group would like to adopt.

Education, as a modifier of behaviour, prepares an individual for that particular way of life. Everyone is interested in education, for it is an important social activity planned and shared by parents,

teachers as well as by the community. There has been, however, a wide divergence of views about the definition of education down the ages according to the notions regarding the philosophy of life. Aristotle called it "creation of a sound mind in a sound body". Pestalozzi termed education as a "natural, harmonious, and progressive development of man's innate powers". Latest definitions have been provided by Dewey and Gandhi. The latter thought education to be the 'drawing out the best in child and man, body, mind and spirit'. Dewey thought education to be a "development of all those capacities in the individual which will enable him to control his environment, fulfil his possibilities."

As such Sir John Adam's remark that "education is the dynamic side of philosophy" comes very true. It is the business of the philosopher to evaluate human experience and to discover those values most significant in human attainment and progress. Every educational theory employs a philosophy. Thus philosophies of education are concerned primarily with (i) the aims of education, (ii) the selection of the educational programmes suitable to achieve those aims and (iii) the consideration of the various methods and practices employed in doing so. As such philosophy, education, social ideals and methods go hand in hand and every one of them necessarily touches life at every point.

It is, therefore, in the fitness of things to review the various philosophies of life propagated from time to time.

Individualism has been advocated by many thinkers. This philosophy recognised the right and freedom of the individual to shape his own life in his own way. Incidentally it also recognised the existence of individual differences in human beings. Tagore was a strong advocate of the individualistic philosophy and so was Nunn. They believed in paying individual attention to children. Modern education recognises this to some good extent and this principle has been given an important place in all the latest methods of teaching. The Greeks were the first to realise its importance in education and life.

Realism believes in the mundane reality of everyday life as true. Opposed to this is *idealism* which believes in eternal truths and values. Human beings are born to work out the eternal purposes in life. In India we had the religious idealism which largely shaped the pattern of our ancient educational system.

Realism believes in change both in life and education. It is the great contribution of science and of the scientific out-look on life. Akin to this and to the philosophy of individualism is the Greek philosophy of *humanism*. The humanist also borrows something from the idealist. The humanist has faith in the human individual and believes that he could realise the ideal through his own efforts.

The latest development in philosophical thought is '*Pragmatism*'. James describes this as 'the doctrine that the whole meaning of a concept expresses itself in practical consequences'. As such pragmatism tries to strike a balance between idealism and realism. According to this school of thought, "good varies from situation to situation and individual to individual". Dewey, the greatest exponent of pragmatism, always termed 'progress' as the soul aim of education. He emphasised the experience of the pupils as the basis of all education. The Project Method is a direct fruit of the pragmatic thought.

We as educators should, however, not be interested in any philosophy as such but in their contribution to education. We should take for our guidance some working principles based on the consensus among the various philosophies. Naturalism and Pragmatism fail to give any lofty aim of life and education but their contribution to educational practice cannot be ignored. In this sphere, however, we find idealism wanting. So the best and the safest thing is to draw our aims and objectives from idealism and the methods of achieving them from naturalism, individualism and pragmatism. We may thus sum up this aspect and say that idealism is fundamental while naturalism and pragmatism are contributory in the theory and practice of education.

Had human civilization been static there would have been no desire to progress. But we find that standards of life and culture are changing, or we may say, going up every day of our lives. This does not only bring about a change in our thoughts, but also in our ways of life and education. The history of education bears significant testimonies to prove this dynamicity of life and thought. Basic values may, however, remain the same but their interpretations differ from time to time and even from area to area. Another difference may be in emphasis. And these two things may mean all the difference in actual life and education. What is good in education largely depends on what a particular group considers good at that stage in human development. Herein comes the influence of politics in education. In a democracy, education may mean the 'harmonious development of the human personality' while in a totalitarian state 'regimentation' may be the end of education. This, however, does not reduce the significance of the local element while refixing educational values. We also cannot ignore the special needs of a community necessary to bolster it up in social, economic and cultural spheres.

All groups in our society undergo social changes besides economic and political ones. The bloodless revolution in India has been responsible for a reassessment of educational values which are making for a complete overhaul of the educational set-up. The system of English education thought out and translated by the British must now go and something more national, something more akin to our lofty ideals must replace it. Basic Education is an admirable attempt in that direction.

There was a time when the influence of the family and the church was supreme in the educational sphere. Now education has no such strings. Our era has seen a lot of scientific and technological developments. Industrialisation has brought about a move towards urbanisation. The Indian joint family is an institution that has outlived its utility. Individual freedom and development are now being universally applied.

Such and other manifestations of change put a greater responsibility on educators and education. Education is now not the monopoly of the selected few; it is the birthright of every individual for which every progressive state must hold itself responsible. Our constitution provides free and compulsory education up to the age of 14. The act of 1944 (England) goes even further and provides for education from birth to death to every citizen of great Britain. All this a citizen gets as a right from the state. A state that denies education to its citizens is not worth its salt.

Many people have confused education with the collection of information and literacy. In classical Britain, education was an ornament of the rich. In our country education has been something external while within there has been no change. Modern education recognises 'education for life' and 'through life'. Education is no longer merely a mental development. It is now an all round development of the human personality which involves not only the development of a man's innate qualities but also the development of emotions, correct attitudes and the like. Education must be reflected in the way of life. The evidence of education must not be the diploma but the way one talks and carries himself through life. This change in the conception of education has resulted in the widening and remodelling of the curriculum. Former subjects like languages, mathematics, geography are no longer thought enough. New subjects like Music, Drama and Art have been given their due place at every stage in the educational process.

Every human being is essentially a social being because he is a member of a family, of a community and of a nation. Recently there has been even an attempt to term man as a member of the world community; as such education must develop in him some social qualities like co-operation, team-work etc. etc. He must learn the art of leadership as well as that of corporate living. This has been responsible for a changed attitude towards extra-curricular and group activities. Debates, games, scouting, etc. are no longer extra but 'co-curricular'.

As hinted earlier, the present is an age of inter-nationalism. Events in Brazil have their repercussions in Burma. There is no longer any barrier between nations. At least there is an earnest desire among nations not to have any artificial barriers. School can do a lot in inculcating the healthy spirit. Attempts to maintain international harmony through balance of power have proved abortive. A new approach is needed and that approach is through education. U.N.O. and its allied agencies especially UNESCO are doing their best to provide such an atmosphere in the schools of the nations. Let us hope and pray that their efforts will bear fruit.

Another problem perhaps indigenous to our country is the problem of religious instruction in schools. India is a land of many religions. Many people have exploited religion for selfish or party aims. The partition of the country is a glaring example of such religious fanaticism. The demand for separate states on communal basis is equally fraught with danger. But at the same time we cannot ignore religion as it directly concerns the heart and the spirit. But religion must not be confused with 'communalism'. If we compare the main principles of Hinduism, Sikhism, Islam and Christianity we will soon appreciate the oneness of all religions. The aim of any religion is to produce truthful men and women, people of character and integrity. Religious education that emphasises the good in human life cannot be ignored and if ignored may, bring in only a state of spiritual bankruptcy. In Britain an Agreed Syllabus is being used in all schools. This includes all that is good in and for life ? Why can't we do something of the kind ?

COMMONSENSE ABOUT BASIC EDUCATION

"Is everything right with Basic education?" is a question that is now commonly asked wherever there is a discussion on Indian educational problems. There are some biased opinions about Basic education. They seem to be based on an ignorance of the concepts of Basic education. But, nevertheless, it is also (unfortunately) true, that the way Basic education is being carried on in some parts of the country, does it no credit. An average Basic school at present does not normally provide the happy picture of a school where an average parent would like to send his child for education. It is also true that because of the fact that Basic education was initially started for, and is even today mainly confined to villages and because only village crafts were adopted in the system, a strange conflict has started both in the minds of the people in the villages as well as in the minds of the people in the cities. The village people consider Basic education an inferior system of education that may keep them in a state of perpetual backwardness while the urban people think that Basic education is typically a system of rural education meant only for the village population. Both these misunderstandings are to be corrected if Basic education is to become a national system of education in India in the real sense.

Time has now gone when we may refute anything educational merely by means of general and sentimental remarks and by bringing in quotations from the writings or speeches of some respected leaders of the country. We have to get into the specific details and answer some crucial questions in a typical business-like manner. Basic education, to be popular, must appeal to the commonsense and fulfil the concepts of good 'education'.

An attempt will be made here to pose a few questions generally asked and to try to answer them in a matter of fact manner, thus trying to show that there is nothing curious or retrograde in Basic

education; that it more than fulfils the requirements of liberal education.

What is the idea behind teaching through a craft? Is it possible for a child to spend two to three hours for crafts everyday and yet learn details about the various subjects and achieve the same competence which an ordinary student does in an ordinary school?

The idea behind learning through a craft should be the same as learning through play or through any other activity as advocated in any other modern system of education. A productive craft has been selected, because besides having all educational and psychological advantages, it has the additional advantage of producing things which may be socially useful. Further, craft is not merely an additional subject but functions as the main vehicle of education. It is certainly not the aim of Basic education to make children 'skilled crafts-men' but emphasis should be laid on using one's various organs and powers well. This does not, however, imply that the craft should be taught in a slipshod manner. The quality of the finished product would naturally and automatically improve as the child gathers more experience and practical skill in the particular craft in hand. The craft mainly seeks to provide the necessary motivation and opportunities for the learning process.

It is true that in every Basic school about two hours may be spent on a craft. But if some correlated teaching goes on side-by-side it should be very interesting and useful and may not come to the teacher as handy as an opportunity for idling. If, however, craft work is carried on as an isolated activity, to the detriment of academic work, it certainly is not Basic education.

Besides a craft there are also some other suggested centres of correlation viz., the natural and social environment of a child. I would also like to add to the list the cultural and social activities carried on in a school. All the centres of correlation are meant to make teaching and learning meaningful and interesting.

It must not, however, be forgotten that all the items of the syllabus may not be covered by means of correlated teaching. There might also creep in some gaps in knowledge. To remedy this deficiency, it is suggested that about two periods in the afternoons be reserved for formal class-teaching, specially in languages and mathematics and, if necessary, in other subjects also. One must also be clear on the point that traditional teaching is not altogether taboo in Basic schools if the situation warrants this in the wider interests of education. Correlation is not to be made into a 'fetish.'

One more erroneous impression needs correction. An average parent gets the impression that the standard of academic subjects aimed at in the Basic school is lower than in the traditional school, because of the fact that craftwork and community activities take a lot of time. This is entirely wrong. If Basic education means lowering of academic standards, then certainly there is bound to be indifference towards Basic schools. Real Basic education should mean a higher standard all-round—academically, socially, culturally and physically as well as economically. And Basic schools should try to achieve all this. Craft work and community work should be supplementary and complimentary to academic work and certainly not antagonistic to it.

Correlation is best suited for imparting elementary knowledge about the various subjects and after a certain stage the technique of correlation can only be partly useful. I would say that upto the Junior Basic stage i.e. upto the 5th or at the most the 6th class most of the necessary knowledge can be completely correlated either with some craft or with the physical or social environment or with some other school activities. After that stage there may be many occasions when natural correlation may not be possible; and certainly if correlation does not come natural, it should not be attempted. A good teacher, however, can and should always make his teaching meaningful. A stage comes, say at 14 plus, when correlation in its orthodox form may lose much of its importance

and there may not remain much difference between correlation and transfer of training and subject co-ordination and association. I do not subscribe to the view that correlation can hold good equally at the secondary stage, where the various crafts may be taught in all their technical details. As such I am very much in doubt about having a post-basic course as different from multi-purpose courses. I also believe that, if properly dovetailed, Basic education can serve as a better foundation for the various diversified courses. There are also some essential aspects of Basic education like pupil self-government and community life, which can be easily introduced in all schools to good advantage. In fact there is already a very potent move to orient all schools to the Basic pattern.

One of the main criticism directed against Basic education pertains to the self-sufficiency and productivity aspect. No doubt the productivity aspect is the main thing that distinguishes Basic education from the other modern systems of education. While no one denies that it is the primary duty of the State to provide for the child's education on a free and compulsory basis, there should, however, be no objection if the craftwork in a school helps the child get his mid-day lunch or some sort of school uniform. It is only exaggerated emphasis on productivity that must be guarded against. A feeling of self-sufficiency, creativity and originality is certainly a psychological asset in a child and there should be no possible hostility to developing this healthy attitude in a child's personality. In passing it must also be realised that the earning aspect can be only symbolic in the earlier stages of education.

Another important question that is often asked is whether Basic education is meant only for rural areas.

Basic education should be more useful in urban areas because it is here that dignity of labour is required to be inculcated in greater measures. If Basic education is good and useful it should be good and useful for all. There is a general feeling of apathy towards Basic schools and certainly the people who have been

following a wrong policy are more responsible for it, and not the system which has ingredients of good education and good psychology. In one or two cities like Chandigarh, Basic schools have been started side by side with other types of schools. The Basic schools are very unpopular, and if one can help it, he will not send his children to these schools, although they charge no fees while some other schools charge heavy fees. A larger number of good Basic schools should be opened in every town and city of India so that such wrong feelings may be countered. By a good Basic school I mean a Basic school having useful and interesting activities, good cultural and community life, and also correlated teaching of a superior type resulting in better academic and other standards. This necessarily means good equipment, staff etc.

It is again a mistake to think that spinning and weaving or agriculture are the only crafts suited for Basic schools. A stage has now come when the idea of craft should be substantially modified and any thing productive involving interesting handwork and having educational potentialities like card-board modelling, leather work, paper cutting, paper machine, printing press, floriculture, tailoring, motor mechanics, radio engineering may be had according to local convenience and age-groups. Every Basic school should provide a variety of crafts from which a child may choose one according to his likes and dislikes. The amount of craft work to be done by a child and the details to be followed must be determined by the age, fatigue and interest factors. It is also very important from the point of view of child psychology that the vocational tinge is reduced substantially from craftwork, at least during the earlier stages.

ORIENTATING TRADITIONAL SCHOOLS TO THE BASIC PATTERN

It is now more than 24 years that a new system of education popularly known as 'Basic Education' was evolved by Mahatama Gandhi and adopted in many parts of the country. The independence that came in 1947 gave definite impetus to the system and it is now the endeavour of the Central and the State Governments to transform all elementary and middle schools which provide education for children from the ages of 6 to 14, to the Basic Pattern. Experience has, however, shown that it will take quite long to achieve this on account of a lack of finances and of trained personnel. Moreover proper conversion is a long process and can be effected only in stages after preparing the proper background. The process of conversion hitherto followed has therefore been not only slow but also haphazard and this has to some extent damped the enthusiasm of some people for Basic Education.

Some via media, therefore, has to be adopted to bring about the conversion in the best possible manner. The Assessment Committee on Basic Education appointed by the Government of India a few years back studied this question in detail and one of their major recommendations was that as a preparation for complete transformation all elementary schools be oriented towards the Basic pattern. It is the pious hope of the Committee that this step will infuse in the non-basic schools the proper 'basic spirit' and thus pave the way for a complete and healthy change-over.

The Standing Committee on Basic Education also strongly endorsed the views of the Assessment Committee and recommended to the Government of India that orientation work may form an important part of the activities of the Ministry of Education. In order to provide guidance in this matter the Government of India undertook the publication and circulation of a brilliantly written

pamphlet on the subject by Shri G. Ramchandran of Gandhigram. This pamphlet has been accepted as the general guide for all orientation work.

The All India Seminar on Basic Education held in 1957 under the guidance of Acharya Vinoba Bhave also considered this question threadbare and made a definite recommendation in this direction. The recommendation runs as follows :—

“In order to reduce the difference between basic and non-basic schools the immediate introduction of certain basic school activities must be taken up where-ever they have not been introduced so far in non-basic schools. The pamphlet brought out on the subject by the Union Ministry of Education and Scientific Research could form the basis of a suitable programme for this purpose. It was strongly emphasized that another important step in this direction is to introduce the Basic Schools syllabus with such modifications as may be necessary in non-basic schools if it has not already been done”.

In order to focus attention on this vital topic the Ministry of Education arranged in 1958 four Regional Seminars for Educational Officers at Gandhigram, Chandigarh, Puri and Bhopal where discussions centred round the problem of orientation. The seminars have made some practical suggestions and it was hoped that these suggestions which had been made by the representatives of the various States themselves after mutual discussion and exchange of ideas and experiences would be given due publicity and implemented all over.

The main idea behind the orientation movement is to introduce in all schools a good number of significant activities “having practical utility and significance”. Craft work and other productive activities as such and the technique of correlated teaching cannot be introduced outright but there are some other items which can be introduced in any good school with advantage and without much difficulty. They will have the additional advantage of bringing ordinary schools nearer to the Basic pattern and thus

render their complete conversion easier and more natural. This will also help in removing a number of mis-conceptions and misunderstandings about Basic Education which usually lurk in the lay mind. We have to understand that there is nothing 'curious' or 'mysterious' about Basic Education. Basic Schools do not look like a 'zoo'. A Basic School is only an improvement on the traditional type of school and correlated teaching with the craft and the natural and social environment as the centre, only improves teaching and makes it more effective. It must also be understood that a large number of activities which are usually emphasized in Basic schools are not new to many. It is only a question of values and a question of emphasis. The whole idea behind Basic education is to produce a human being who is self-reliant, has character and who is amply qualified to take a responsible part in the development of society.

Before any orientation can take place, we have to be sure of our background, of our purpose and of our means to achieve that purpose. No orientation can be effective and healthy unless it is done with full faith and sincerity and not only as an administrative measure. It is very sad indeed that many of us even in Basic Institutions have not developed that sense of confidence in this new system with the result that we cannot inspire others and in many cases conversion has mainly meant only a change in the label and not in spirit. We bungled in the process of conversion, let us hope that we shall not bungle in the process of orientation, otherwise Basic Education cannot survive for long.

Now let us see what is peculiar to Basic Education. In a very concise and brief manner we can define Basic Education as a system of child-centred education based on the needs of the child both as an individual and as a member of some social order. This we could define as an all round development of the child's personality. In Basic Education 'activity' has been given a different re-orientation; in fact activity which takes the shape of productive

crafts has been made the centre of all learning. By the process of correlation it is sought to make teaching and learning meaningful.

By an emphasis on community activities and some economic self-sufficiency, the healthy attitude of self-reliance is sought to be developed in the child, a feature which is lacking sadly in our Indian society.

A Basic School also seeks to be a community centre connected intimately with the community's social and economic life. This feature makes the process of learning more effective as it takes place through the child's own experience in 'natural social situations'.

Basic Schools emphasise day to-day work and have done away completely or partly with external examinations. This involves keeping of cumulative record cards and holding of periodical tests both of the essay and the objective types.

The orientation movement seeks to make use of as many of the above items as possible. The selection of items and of activities cannot be standardized but will depend mainly on local conditions. Shri Ramchandran's pamphlet has provided a few criteria for the selection of these activities. He has suggested that the various activities which a school could adopt should result in :—

1. Increasing the sense of self-reliance and responsibility in the children ;
2. Increasing purposeful activities ;
3. Increasing freedom for self-development ;
4. Increasing association with the community and with national life ; and
5. Increasing happiness through recreational activities.

The main thing, however, remains that the spirit behind these activities has to be understood and grasped and both the students and the teachers have to get into that spirit. The National Institute for Research in Basic Education have worked out a comprehensive

list of such activities out of which a healthy selection could be made. The four Seminars mentioned above have further amplified the various points and their study should be quite beneficial.

The problem may be discussed under four main heads. The idea is to bring about orientation in all the areas of the school plant. This is rather a bold approach to the problem and fixes greater responsibility on the administrator and the educator. The four points of discussion are :

1. *School Activities.* This includes activities as can easily be introduced in the non-Basic Schools so as to facilitate their speedy change-over to the Basic pattern without demanding much financial resources which may not be available immediately.

2. *Curriculum and Teaching.* How these activities could be integrated in the curriculum of these schools and what methods of teaching may be adopted to serve the end in view.

3. *Evaluation of educational outcome.* How the development of the learner's personality could be judged in terms of the expected outcome of the educational experiences provided for in oriented schools.

4. *Administration and organisation.* What type of administrative and organizational pattern should be deemed suitable to effect the change-over as suggested above.

School Activities

A very large number of such activities can be organized in basic and non-basic schools. Such activities could be grouped as 'productive activities' like gardening, spinning and weaving, clay modeling, paper and card-board work, wood work, and paper mache.

As far as I can understand it the idea of productivity here should not relate so much to any financial productivity but it should mean that the activity should result in something concrete. The very feeling of making something with one's own hands may

develop in the child useful attitudes like self-reliance and dignity of labour.

While selecting activities, I feel, that the school administration must be given a free hand and there should not be any insistence on the selection of only 'basic' activities like spinning and weaving and agriculture. Activities are to be introduced in the first instance mainly as hobbies to be adopted by children in their leisure periods. Later on regular craft work could be easily introduced but this must be done very cautiously in easy stages.

Activities concerning hygiene and sanitation form the second category. The importance of hygiene and sanitation need not be emphasised here because these items have already been stressed all over. The only modification that we may introduce is that children should increasingly take part in these activities. Attention should be paid both to personal cleanliness as well as to community cleanliness which may be done by means of cleanliness competitions and campaigns etc. The whole idea is to make children cleanliness-conscious.

Pupil participation in these activities should in my opinion, be introduced gradually and the degree of participation must be increased by stages so that they may gradually result in the formation of good habits. Another manifestation of this item may be making of cleanliness charts and models and arranging of cleanliness plays and dialogues etc.

The third category is of social service activities which seek to inculcate in the children the qualities of co-operative living and leadership. Items like scouting, social service camps, work projects (in and outside the school compound) come under this category. I would very much like these activities to be emphasised in the real spirit so that a feeling of comradeship may be inculcated amongst children. Akin to these activities are activities concerning training in citizenship. Pupil self-Government, student-run co-operative stores also fall under this category, and if properly developed they may result in the cultivation of good civic sense.

Recreational and cultural activities which are already quite common in our schools have been given further emphasis in Basic institutions. They not only provide good recreation but also go to teach the child a healthy use of leisure. Games, debates, music and stamp-collecting may fall under this category.

A further list of activities like manuscript magazines, pen-friendship could also be drawn up and included under cultural and recreational activities.

The Chandigarh Seminar recommended that every non-basic school be given a non-recurring grant of Rs. 100/- and a recurring grant of Rs 2/- per teacher to carry out the work of orientation. I have my own fears regarding the availability of funds and I would not want schools to wait for such grants before they take up the work of orientation. I would very much like the schools to meet any financial demands from their own resources as far as possible. I am also very sure in my mind that the work of orientation needs more of enthusiasm than of money.

Curriculum and Teaching :

In order to orientate the traditional schools towards the basic pattern it would be necessary to devise an integrated curriculum for use in both the types of schools specially at the elementary level. I feel that the syllabi in academic subjects could be the same but there will have to be a marked difference in the activities of the non-basic schools and in basic schools where all education will have to be wound around them. In many States like Punjab, there is only one syllabus in vogue. It is only the correct values and correct activities that need to be introduced. I agree with the suggestions of the Chandigarh Seminar that by and by the non-basic trained staff should be replaced by basic trained staff. Some provision has already been made for having Refresher Courses in basic education for non-basic staff both in the schools and in the inspectorate.

I do not think that we need much of special equipment and buildings for the purpose of orientation. Best use may be made

of whatever is available. Provision for a good school library is very necessary and must be given immediate attention, orientation or no orientation.

It will, however, be idle to insist on adopting the technique of correlation from the very beginning, but attempts at association, co-ordination, and assimilation can always be made in all types of lessons, thus rendering the teaching and learning process more meaningful and more enjoyable. Academic standards must in no case be allowed to suffer, rather they should be higher because the child will learn better if he enjoys his education.

Evaluation of Educational Achievement :

* The evaluation system recommended for basic schools can be adopted in any school because instead of laying emphasis on external examinations it takes into consideration the day-to-day progress of a child. The system should inculcate in a child the habit of regular work. This naturally means more work for the teacher as he has to keep regular record of a child's achievement.

One very important recommendation of the above Seminars in this connection is that we should not evaluate only academic achievement, but the all round development of the child both physical and intellectual must also be taken into consideration. Academic achievement at the cost of health is not to be encouraged. Another thing to be evaluated is how far the child has assimilated the knowledge gained in the class. In a Basic School abstract knowledge should not be emphasised. What is more necessary is how far education has become a part of the child's life. Beside the usual tools of evaluation like written tests, grading etc, the use of systematic observation, intelligence tests and the evaluation of craft work could also be utilised. Every school should adopt a cumulative record card for use. So many sample cards are now available as a result of the deliberations of the various Seminars.

Administration and Organisation :

Good, healthy administration and supervision of a school should greatly facilitate the work of orientation. The administrative staff should take more interest and greater pains in this field. Orientation can be better effected if the pupil-teacher ratio is reasonable, say about 30 students to a teacher.

It will be better if the orientation work in a State be put in the charge of a special officer whose main business should be to see that conversion and orientation go on side by side and smoothly. The strength of the inspecting and the teaching staff may also have to be increased in some schools.

The Chardigarh Seminar recommended the institution of mobile training squads under the charge of Assistant District Inspectors of Schools. This experiment was tried in U.P. and the idea of taking a Training College to the teachers is really worth experimenting with. The Seminar also recommended that schools should generally work for 5 hours during summer and 6 hours during winter. The weekly distribution of work may be as under :

Academic subjects : 32 periods.

Craft and other activities : 16 periods.

The work of orientation is to my mind a great necessity for creating congenial conditions for ushering in complete basic education. And yet it is more significant than the work of conversion, because orientation prepares the background and the foundations and if the background and the foundations have been properly laid, we can naturally expect a strong structure.

We, therefore, need a strong orientation movement in every state. This may include seminars at district and even at tehsil level and free distribution of literature on the subject. The main recommendations of the four seminars mentioned above can form the basis of a small, easily written brochure on orientation. The same may be published in all the regional languages.

IMPROVING SECONDARY EDUCATION : A FEW SUGGESTIONS

It is perhaps now a trite expression to say that Secondary Education is the weakest link in our educational system, but practical experience shows that there is a lot of truth in it. It was perhaps because of this awareness on the part of the Indian Government that the Secondary Education Commission was appointed in the year 1952 to go into the various aspects of Secondary Education and suggest suitable recommendations for an improvement of the entire picture. The Report of the Commission is a valuable document on Secondary Education in India and it is hoped that the edifice of Secondary Education will move on to a better footing when some of the more important recommendations would have been fully implemented. It must, however, be realised that the authorities, whether at the Centre or in the States, can bring about only some organisational and administrative changes. They may also provide more money for better buildings and equipment, but the ultimate responsibility for bringing about any improvement in the day-to-day work of the schools and in the actual class-room situation rests entirely on the teacher. No system of education, howsoever laudable in theory, can result in real improvement without the infectious initiative of the teacher. In the long run, school reform in India must take place on a school-to-school basis. Unless institutions and individuals take upon themselves to bring about concrete changes themselves in their school practices, no substantial improvement can be brought about.

Ours is an age of new and changing values and ideals. Science has revolutionized human life, and the progress in the field of communications—the radio, the aeroplane and the cinema—has helped to break down the frontiers of national thought and religious barriers to a very large extent and has brought about far-reaching changes in the outlook of the entire human community.

Likewise, education has also naturally ceased to be the comparatively simple problem that it was. In the past, schools were established mainly in the interest of a class, or of a social, religious or political group, and they acted as transmitters of a particular tradition. But as a result of extensive work done in the realm of educational and psychological research, the view has steadily but surely gained ground that education is now largely a means of enabling the individual to perfect himself and lead a richer and a more complete life in the broadest sense. Many forces have been at work to break down the traditional view of education. The school-room and the school teacher are no longer the sole educational agencies that they were a few years before. The successful school of today is the one which enables the student most completely to contact the rapidly changing life in the world. The modern child learns as much from the wider environment in which he finds himself as from his teachers and his school. It is clear, then, that our educational institutions must plan on an entirely new basis in order to meet the changes and challenges of a new India.

Recognition must be accorded in our schools to the fact that recent years have witnessed the beginning of enormous social and political changes in our life. There is an evident all-round radical break from the age of traditions. The youth of today has standards and values of life very different from those of even his immediate predecessors. It is obvious that schools and teachers must adjust themselves to these swift changes.

The most important problem that needs to be tackled immediately is the problem of indiscipline in our schools. We must be honest to admit that the problem does exist, and that the atmosphere in our schools is not as congenial as it should be. The Government of India have also been paying adequate attention to the solution of his problem. We in the Punjab have also not been indifferent to it. Sometime back at Simla some Principals of colleges and Headmasters of schools met to consider the problem from all points of

view and made some concrete suggestions which have been under the active consideration of the Government.

By discipline I mean the existence of a school atmosphere where the processes of teaching and learning may go on smoothly and unhampered. I do not think that a quiet group of students can be essentially called a disciplined group. I would like to know whether they are quiet because they have been ordered to be quiet or they have become quiet themselves because they feel they stand to lose academically if they do not do so. We must not confuse discipline with order or regimentation. I would wish that the children were judged as children and not from adult standards. Ultimately, I feel that true discipline implies the inculcation of self-discipline and social consciousness. This can only be based on love, willing co-operation, mutual respect and confidence. As such, discipline is a free spirit.

Most of my readers have ample experience of teaching secondary school children. They know their psychology and I expect of them that they can easily strive to find out ways and means for bringing about the required state of affairs. While considering this problem of discipline, the allied problems of punishment and rewards would naturally come in. I am of the opinion that both punishment and rewards have immense educational potentialities, only if the teachers handle them with care and sympathy. As such, all punishments and rewards should lead towards improvement in achievement without any emotional upsets.

Another problem that I feel needs immediate attention is the role and technique of evaluation in education. The term 'examination' perhaps gives a wrong interpretation. I believe in evaluation as an aid to the process of teaching and learning. In our schools at present, however, it is mainly confined to the measurement of academic achievement for the sake of class promotions, and the usual method employed for this purpose is an annual examination at the end of the academic year. The question papers are

usually of the routine essay type and they suffer from all the defects of subjectivity and unreliability. This system of examination has resulted in making education a stereotyped and mechanical affair devoid of all joy. Modern educational opinion seeks evaluation to assess the child's personality as a whole.

A number of improved methods are suggested. Cumulative records and the new-type tests fascinate me very much and I wish they were increasingly introduced in all our schools. I would want evaluation to be more frequent and less informal so that it may become an integral part of our day-to-day class-work. I would very much wish that the present generation of teachers formulated some concrete suggestions in this direction which could be implemented immediately in our schools on an experimental basis. The work being done by the Examination Unit attached to the Directorate of Secondary Education, Ministry of Education is laudable. It only needs more vigorous implementation and follow-up.

As a student I always hated home-work as such. As the Head of an institution my feelings are no better. I have always sympathised with the lot of the student who gets indiscriminate home-work in every subject and in every period without any due regard to his mental or physical capabilities, without any thought about the spare time at his disposal. Many a time have I the feeling that a large number of teachers in our schools take resort to home-work as a compensation for their bad and lazy teaching. I do not mean to say that I have any academic objection to the institution of home-work but I would certainly seek to formulate definite instructions regarding the allotting of home-work to the children of different age groups and different achievements. Due regard must also be given to the home conditions of the children. Simply giving home-work does not finish the responsibility of the teacher. The more important thing is to correct it in the presence of the student and to see that he understands his own lapses.

I have always been of the opinion that children who are average or above average in the class do not need the regular

attention of the teacher as do those category of children whom we sometime term as backward. By backward children, I do not necessarily mean the mentally deficient or the physically handicapped. These categories need specialised treatment in special institutions. I have those children in view, who, though normal, somehow do not work according to their inherent capabilities and, as such, do not make normal progress.

In short, this implies the technique of diagnostic and remedial teaching. The most important thing is to locate backwardness and its nature, before steps could be taken to set thing right. It is now recognised that backwardness may also be due to emotional or to some environmental factors. It may also be due to wrong selection of subjects for study. Sometimes, home conditions also come in the way of normal education. It is, therefore, the bounden duty of the teacher to analyse the causes of backwardness in each case and then prescribe some remedies. It is also true that sometimes conditions in the schools are far from satisfactory and may result in retarded growth. For instance, an unsympathetic teacher, an overheated room or lack of equipment and not the native intelligence of the child may be the main cause of slow achievement.

The possibility of dividing a class into groups according to the learning levels of the various students may also be considered. If it is done, the syllabus and assignments will also have to be adjusted according to the needs and aptitudes of the various groups. Before leaving this problem, I would like to stress the fact that more developmental nourishment both mental and physical and a more sympathetic treatment of the deficiencies may go a long way to help the so-called backward children, in developing their own personality and in keeping with their interest and aptitudes to become honest and useful citizens of the country.

A problem allied to the education of the backward may be the education of the gifted. In every country between 5 to 10 percent of the population come under this category but it is very rarely, if

at all, that special attention is paid to their educational requirements, with the result that the country does not get the best out of them. The only good way by which encouragement is given to such people even today is by double promotions. In a majority of such cases the result is disastrous. Either the child is dragged too quickly or he is over-burdened, with the result that his intelligence is blunted, or his intellectual growth rapidly out-strips his physical, social and moral development. The best way to deal with such persons seems to me to let them progress normally from class to class, allowing them to cover the course in their own way and at their own speed, and at the same time to provide them with an enriched programme having wider and richer activities. A richer and many-sided programme of interesting activities may encourage in him a balanced and many-sided development. I would wish every school took some concrete steps in this matter. Here is a very important field of investigation for the enthusiastic teacher !

It has now been established that, for the right and healthy education of a child, both the school and home are equally responsible. It is, therefore, very essential that ways and means are found out to bring about a healthy and fruitful home-school co-operation. No doubt some schools hold periodical parents' meetings; others have started Parents' Associations. I, however, feel that what is desirable in this direction has yet to be achieved. Many teachers will say that there are a number of obstacles in our way, such as lack of time, poor transport facilities, indifferent and busy parents. All the same I feel that enthusiastic teachers can certainly do some thing worth-while in the matter. I would wish to have personal contacts between parents and teachers at an intimate informal level. There is certainly no harm if teachers are encouraged to visit students' homes. Parents' co-operation can also be sought for the school programme. For instance, if a parent is interested in some of the major games or in some other activity, he could be co-opted for help at appropriate occasions. Joint picnics, tea parties and

such other functions, I hope, will go a long way towards creating the desired atmosphere.

These, then, are some of the problems on which teachers can do some practical thinking. No doubt they may have many more problems to consider during their day-to-day work. There are, for instance, the problems of co-curricular activities, correction work, staff co-operation, audio-visual aids, use of the libraries, class magazines, home-room, student self-government, and so on. But I would very much wish teachers to first select only a few important problems, give them deep thought and evolve such improvements as can easily be implemented in our ordinary school conditions without much extra efforts or expense, and then pass on to others.

INDIAN UNIVERSITIES TODAY

Today in India, more than schools our universities are places where education is being literally 'butchered'. They have become like factories fitted with the same kind of machinery, producing exactly the same pattern of soulless, foggy-headed clerks and office workers.

The reasons for this state of affairs, among others, are: the automatic transfer of students from schools to the universities; their non-residential nature; the dull monotony and sameness in their standards and traditions; the university education being rather expensive and thus not being within the reach of all young men of promise; the absence of any moral and cultural education; and, the defective administration which is practically entrusted to non-educational persons who somehow manage to secure a certain number of votes.

Those who have the privilege of teaching in degree colleges know that at least half of the students sitting before them should not have been there. There are persons of all types—bright boys clustered together with 'veterans' who never leave a class for many more years than is necessary. There are indifferent students who have joined the colleges only because they have nothing better to do and because their parents believe that colleges are an easy pass-port to better jobs.

The picture gets even gloomier in some of the private colleges where the managements want a certain number of students to be admitted at any cost. I have even known cases where teachers are taken to task if there is a fall in college admissions. Consequently, there is chaos not only inside the colleges but also outside when the country gets 'bumper crops' of graduates every year.

Merely passing the Matriculation or the Intermediate examination (now Higher Secondary) should not be the only qualification for entering a university. An additional university admission test

should be instituted and endeavours made to select only those suitable students for higher education, who are capable of benefitting from it. This will drastically reduce the number of 'shallow' graduates, and also raise the general standard of university education which in many places is disgracefully low.

Further, no students should be allowed to remain in a college if he fails even once. Results should not be declared merely on the basis of the written examination but equal emphasis should be laid on the report of the teachers and the tutors who have been intimately acquainted with the students and their work, and the interest the students have shown in sports and general life of their institutions. This will do away appreciably with what we attribute to 'chance' in examination.

It is a common practice in universities that students are allowed to appear in examinations privately and no distinction is made from those who have actually resided in an institution for the prescribed number of years. It means that degrees simply have an examination value. Of what use are then the colleges and the professors? Help-books and notes can be cheaply purchased in the market and they are quite sufficient for getting a clear pass.

An outright abolition of the system may perhaps be too drastic a step to start with. What could be easily done is that separate examinations for external students may be held along with the regular examinations and the certificates of such candidates clearly endorsed. This, however, will not affect the students of regular evening and night institutions, which should increasingly form a part of the scheme of Adult Education—on the model of Brikbeck College, London. The Evening College started by the Panjab University is the latest college of this type in the North.

The Selection of college subjects should also be paid attention to. Students should enter the colleges with definite aims in view and take only those subjects for which they have a natural aptitude.

Double courses in M.A. and Law are most undesirable from my point of view. This only shows uncertainty of mind.

Every university must have a charm and a speciality of its own. I was a student of the Aligarh University during the thirties and I think, I passed the happiest time of my student life there although as a Hindu I belonged to a minority. I was, however, never made conscious of this fact. An unity of dress and culture prevailed. In spite of what critics may have to say, the university, in normal times, has a 'charm' and a personality of its own. The Hindu University, Banaras, has high and noble ideals before it, but only when they are attained to the full can we expect it to be a healthy national institution. The only thing that startles one is its formidable size.

In Bombay, Calcutta and Delhi, where it is a physical necessity to have more than one college, it might be useful to have more than one university or to have an inter-collegiate system so that a cultural and academic uniformity could be evolved.

Regarding the third defect, *i.e.*, extreme monotony in standards and traditions, there is nothing for the country but to follow Sir Maurice Gwyer's advice that there should exist some peculiar, 'character and colour' in every university which should be its 'sole property'. In addition, the different universities should specialise in different spheres of learning and research. All this will create a sort of 'freshness' and a new vigour in our higher education and provide ever so much wider a scope for the young genius of the country.

Cultural and moral education is practically non-existent in our colleges, where narrow specialisation makes automatons of students. A scheme of general education so prevalent in U.S.A. and other countries, may be a good innovation. In fact some steps have already been taken in this direction. Much will depend on how things move on.

One who is intimately acquainted with the university politics in this country knows very well how sickening is the state of affairs

that goes on within the portals of our 'temples of learning'. The election campaigns and the mutual jealousies amongst professors and lecturers bring about a disgusting stagnation of knowledge and very often a wholesale massacre of the genius. Democracy in education has been grossly misused in India, and everywhere a few individuals with influence and power, control the affairs of educational institutions while the solid but quiet workers are thrown into the background. A sort of narrow commercialization and 'money-making' is the order of the day and many unacademic interests prevail in these purely academic bodies. We have to evolve a system healthier in outlook and far from 'politics'. The Vice-Chancellor should always be an eminent educationist.

The three-year degree course, a bold reform introduced by the Delhi University many years back was perhaps the first example of a courageous step taken by a Vice-Chancellor in spite of bitter criticism from all quarters. It is good that now the system has been mainly adopted. It is a fact that the present Matriculation standard is not high enough to enable a student to follow a college course profitably. This step that is to raise the Matriculation by one more year, has made the Higher Secondary, 'the end of the educational travail' and a student who enters a profession after the Higher Secondary is quite prepared for the 'life' to come; while he is also equally fitted for higher education if this be his will.

The institution of visiting professors has also proved its utility and we should make wider use of this very valuable innovation. Transfers of the members of the staff from one university to the other should also be encouraged. An exchange of suitable research students may also be worthwhile. The scheme of extension lecturers needs a wider and more sincere and earnest implementation. The need for all this is all the greater in view of the urgency for emotional integration.

Now that English is being relegated to a secondary position in the curriculum, the question of the medium of instruction has assumed an increasing importance. There cannot any possible objection to it at the school stage. But for the college stage there may be some difficulty in connection with the scientific and teaching vocabulary, and it will be some time before complete vocabulary in the various Indian languages are ready. To continue the use of English is, therefore is a necessity. But there should be a keen desire in use to move steadily towards the change-over. The question of a common script, however, needs consideration.

To sum up, one cannot find better words than what the late Farid Anwar Nath Jha once said about university education in this country: "Circumstances have changed. Old values are challenged. A change is coming in the spirit of man's dreams. The universities must adapt themselves to the conditions that are arising. They cannot afford to keep themselves adrift from the rest of the community. They should remain faithful to their ideals. Things that are of permanent value—academic freedom, the freedom to seek knowledge and to express frankly the results of patient investigation, the freedom to resist interference from without in the pursuit of knowledge, the freedom to hold and express opinion—must be preserved at any cost or else the universities will fail to justify their existence."

THOUGHTS ON TEACHER EDUCATION

There are, one or two points which have been agitating my mind during the last few years that I have been in association with teacher education both as a Lecturer in training colleges and now as the head of a training institution. And these I wish to put before you.

The question of the selection of candidates for the teacher training course has, I feel, never been seriously tackled. There are many states where the principals of the training colleges have very little say in the matter of selection. Where ever the Training Colleges make their own selection it is usually done most haphazardly and everything depends on the whims of the Selection Committees. Recently people in authority as well as public men have also started interfering in the selection by making recommendations and exerting pressure. Most of the principals of the training colleges must have come across instances when candidates vie with one another in getting letters of recommendation from people whose voice counts. On the other hand, there are a few institutions which wanting to show their superiority, follow very tiring and longish methods including a variety of tests and a series of interviews lasting for several days. I am not very sure whether such longish methods can guarantee that the candidates so selected, will also prove equally successful in the profession.

In my own state, Punjab, conditions have become quite alarming. The number of Training Colleges, mostly private, has increased tremendously during the last five, six years, as also the number of candidates wanting admission, with the result that many corrupt and uneducational practices have been pressed into service. I believe, such things are not unknown in other parts of the country. It is, therefore, high time that we in the field of teacher training started giving some serious thought to this very important, and as I feel, the basic problem that faces us.

No doubt some sort of a test will always be needed to admit only those who are more suitable for the work of teaching. Experience shows that marks in the B.A. or M.A. examinations cannot be relied upon for the purpose because experiments as also many researches have gone to show that students getting high marks have proved to be very poor teachers and vice-versa. What we need to find out is whether the selected candidate has the requisite "genius" which will make him a good teacher. In my opinion there is no other better way than to put the candidate face to face with the class-room situation. I would, therefore, suggest that candidates for admission to Training Colleges be made to teach a few lessons and the potentialities of their performance in the class-room taken as the main basis for selection. This may be followed by some brief 'aptitude-cum-intelligence' test and a short interview, if necessary. I base this suggestion on my own experience. I have known many teachers-in-training whose performance in schools before their admission was very good and I purposely gave them preference during admissions. My faith in their teaching qualities proved correct and they did very well in their practical examinations and tolerably well in their theory examinations. On the other hand I have also known a few first class graduates who did not do so well in the Training Colleges. Every year I admit a few cases about whom I have personal knowledge as untrained teachers. This I have been doing for the last seven years that I have been the principal of a Training College and not in one case my calculations have gone wrong. The whole idea at the back of my mind is to select persons having germs of successful teaching which I regret no aptitude test of the psychological type formed so far, can locate correctly.

For all other professions there is a fixed age limit but our experience goes that a Training College is a cross section of all age-groups down from 19 or 20 years right up to 50 years and even more. Any body can come to a Training College at any stage of his life especially when he finds other doors slammed against him. While I do not want aged people in the Training College; I also do

not want 'freshers'. Training, I believe, can only benefit those who although mature in mind are also sufficiently 'raw'. I would, therefore, prescribe an age limit between 22 and 26 years.

In my college every year there is always a large number of students specially girls who never join the profession after training and who treat the Training College, at best, as waiting rooms for matrimony. I have always been appalled by this colossal waste of trained personnel. I feel that any professional course should be meant only for persons who are definitely going to follow this profession. I would not like to take people who are of double minds. Every year I have to deny admissions to many needy and sincere persons whom I am unable to admit because some 'disinterested' candidates have higher marks and because their parents can exert greater pressure. This is a dead loss to the profession and to the country. An immediate check must be put to this state of affairs. I would, therefore, suggest that preference be given to those who are either already in the profession or to those who are ready to give an undertaking that they will teach for at least five years after getting training.

It is also my experience that candidates coming from families where parents or some very near relations are in the teaching profession, prove more attached to the profession and they also have a 'teaching background', which puts them in a better frame of mind. During our admissions we give some credit to candidates who have some near relations like parents, brother or sister, husband or wife, as teachers. Many persons have questioned the utility of such a measure. I have always held the belief that a person who has had intimate contacts with teachers is likely to develop some taste for teaching. My experience goes to prove that in most of the cases it is true. I would also like to press this point because in most of the other professions also, it has been found true. I have known doctors and lawyers and judges who admit that their success in their respective professions has been, to some extent due

to the fact that their fathers also belonged to those professions and they could draw upon their experience.

Proficiency and interest in games and co-curricular activities should be taken into account during selection because these form a very important part of modern education; and if a teacher is ignorant of these, he is not likely to become a very successful guide for students. It is also my experience that interest in activities like games, dramas, etc., develops in persons a very healthy and liberal attitude towards life and that should in my opinion add to the qualities of a good teacher. In most of our schools today we do not find many of these activities going. The reason is not far to seek. The teacher in our schools today are themselves ignorant of these and, therefore, disinterested in any activity besides orthodox class-room teaching. The training colleges cannot develop during the course of nine months any serious interest in games and other activities. They can only further develop these and correctly guide them if they already exist.

In some places in our country plans are being considered for having Colleges of Education with concentrated long-term teacher training cum content courses after Matriculation or the Higher Secondary. They produce the examples of some American Institutions in their support. They expect a student to decide about his professional preferences after matriculation. I can only say that they are seeking to put too much reliance on our matriculates especially when there is no proper vocational guidance forthcoming in this direction; and I do not know how can we persuade a boy to get specialist training in Education when we are not in a position to assure him of a job and a good grade. An Engineer or a Doctor can always start private practice and very often earn much more than his counterparts in private or Government service. Are we thinking of encouraging our so trained teachers to start such practice in education also and start the so-called teaching shops in ever increa-

sing numbers ? I would only advise caution to these enthusiasts. We cannot transplant any plan completely to an alien soil.

I would leave this question of selection of teachers with these few observations and I hope that they will help in starting some fresh thinking on the subject.

The Radhakrishnan Commission very rightly remarked that the practical side of teacher training is not being given its due share. If we look at the conditions prevailing in many Universities we will find that in the final examinations only about $\frac{1}{3}$ th of the total marks are assigned to practical work, with the result that naturally this side of training gets only $\frac{1}{3}$ th attention of the staff and students. The result is the proverbial gap between 'theory' and 'practice'. Much good in education depends on "How the teacher does his work", "What methods of explanation he uses" and "How he organises his teaching" so that it may result in creating a healthy, whole-some and useful 'learning atmosphere'. The curriculum may be excellent, the Philosophy may be superb, the administration may be ideal, and the organisation may be perfect but it will all be ineffective and, unserviceable and out of gear unless the teacher has learnt to employ methods and aids and the devices in the actual class-room situation. This should be the ultimate criterion of any good teacher training course and must be given added weightage.

No doubt attention has already shifted to this question. The Bangalore Seminar of Principals of Training Colleges and the Coimbatore Seminar of Principals of Basic Training Colleges both discussed the teacher training syllabus from this point of view. I do not, however, know exactly what has actually been done as a follow-up of these two Seminars.

No doubt, some theoretical background is always essential for good teaching, but, efficiency in theory at present has absolutely no connection with efficiency in practice. It always happens that a person getting a third class in practice gets a first class in theory

and vice-versa. Further, the practical training is given in very unreal conditions. Much that a trainee does in connection with a practice lesson in a training college, is not possible to do in actual schools, where time-tables are crowded and equipment scarce. Further, the present training does not include much that a teacher has to do besides teaching, and that certainly is no unimportant part of his actual work. I would, therefore, suggest that a trainee should be completely 'deputed' to a school for three months and should be considered as an ordinary member of the staff, sharing completely the burden of the school organisation with other colleagues.

Besides class teaching, he should be given opportunities to watch some good lessons given by the staff of the college, as well as by some good local teachers and head teachers. Such experience, I feel, should be quite fruitful. And if the reports about the teacher's work during this period are collected honestly and fully, the importance of the final examination in practical skill in teaching is automatically reduced to zero.

On the theory side much overcrowding of the syllabus could be done away with and its place taken by more work in the library, participation in debates and the like. Opportunities are to be given for stimulating students' imagination and powers of judgment and criticism. The syllabus, besides including some traditional subjects like elements of educational psychology, principles and methods of teaching and problems of school organisation should also include a comparative survey of educational thought in some of the more advanced communities, as well as an acquaintance with the latest developments in Indian Education like social education, Basic and Pre-Basic education etc. A working knowledge of the more common audio-visual aids is also very essential, besides some training in arts and crafts. It will be a sad commentary on our educational standards if a high school teacher does not know anything about an epidiascope or about the making of a dry model. In my college at Chandigarh, we have introduced two new features although they do

not form a part of the examination. They are a full ten-day course in Audio-Visual Aids and workshops on Evaluation in various teaching subjects.

Examinations at the end of a professional course will serve no useful purpose if the year's work and progress is not taken into consideration. Drastic though it may sound, I would like to suggest that there is no great need for having full dress final examinations in teacher-training institutions. Results could be safely declared on the basis of the year's work and progress. If a person has done well in most of his lessons, if he has made good use of the library, if his essays have shown a grasp of facts as well as originality of expression and imagination, if he has taken part in debates and discussions, if he has seen some modern methods in actual practice, if in short, he has taken full advantage of the facilities available in a training college, his training is complete and the result at the formal University Examination is going to make no difference to his ability as a teacher. So why have it at all?

There is, however, one point in this regard that I would like to mention. In the Punjab for the B. Ed. (Basic) Degree we introduced 50% Internal Assessment. The result was that individual training colleges vied with one another in giving higher marks to their candidates so much so that the External and Internal awards had no correlation what-so-ever. This was an alarming situation and checks and counter-checks have been introduced, with the result that today the Internal award has been reduced at best to the position of a qualifying condition and does not count towards merit. Now this is a very strange phenomenon. On the one hand educationists advocate more and more internal assessment and on the other hand when this is implemented, it is abused.

Under the circumstances, I would, therefore, suggest that individual training colleges be authorised to award their own qualifications based entirely on their own assessment. The University may prescribe qualifications, strength of staff, quantum of

equipment, furniture etc., and leave the rest to the individual colleges. The employers will have to make their own selection and institutions will naturally be anxious to raise the standard of their professional training so that their students may be able to stand in the market. Inefficient institutions will soon have to close their doors because of poor admissions. This will indeed be a very bold step but if we cannot think of doing it, we should not talk of Internal Assessment, and revert solely to the external examination system. I can only visualize good internal assessment on the institutional basis.

I would also advocate that teacher-in-training be also given some training in self-assessment. A self-assessment questionnaire for assessing community activities which carry 200 marks in our evaluation scheme has been introduced in the Chandigarh college. This is given to the candidates at the time of admissions and they fill it in at the time of final examination. The tutors simply scrutinize the entries. The assessment of this part is mainly based on the analysis of this questionnaire.

AUDIO-VISUAL EDUCATION

What is good teaching ? Briefly it means 'explaining things well,' so that the pupils may clearly and without any difficulty grasp the meaning of a certain term, deed or action. At times the explanation may be purely verbal; but occasions do arise (and such occasions are many in a class-room) when mere words fail to bring home the 'real picture.' Help may be sought from a map, a model or even from a movie. Sometimes demonstration has to be resorted to by the teacher. In short, a good teacher will make proper use of the most appropriate aids to verbal explaining. For instance, no amount of verbal explanation can give quite an adequate idea about a waterfall or a volcano. Next only to a personal visit, the film (better if with sound) can give a very clear idea of the above phenomenon. 'Experience' always leaves concrete, lasting impressions, and it is this 'experience' in education that audio-visual aids seek to convey besides adding to one's general knowledge. And yet the idea is not so novel. In India, as in Europe and elsewhere, such education has existed for a very long time in some form or other. The paintings of Ajanta, the mythological carvings of the Hindu temples in Banaras, Trichonopoly and elsewhere, the wall paintings in the caves of Altamira, were all used to illustrate the spoken word. Nor can we overlook the very useful audio-visual aids in the shape of 'morality plays,' the ritual of festivals and the *Ras Lilas* and *Ram Lilas*.

Great progress was made in this direction in Europe and in America after the First Great War. Russia owes all its rapid progress to this very potent method of approaching the hitherto illiterate masses. Fascism enveloped the whole of Italy and Germany owing to a successful use of specially-made films, posters, lantern slides and radio talks. The last twenty years have seen a great development in Audio-Visual Education in U.S.A and England. In 1946, a

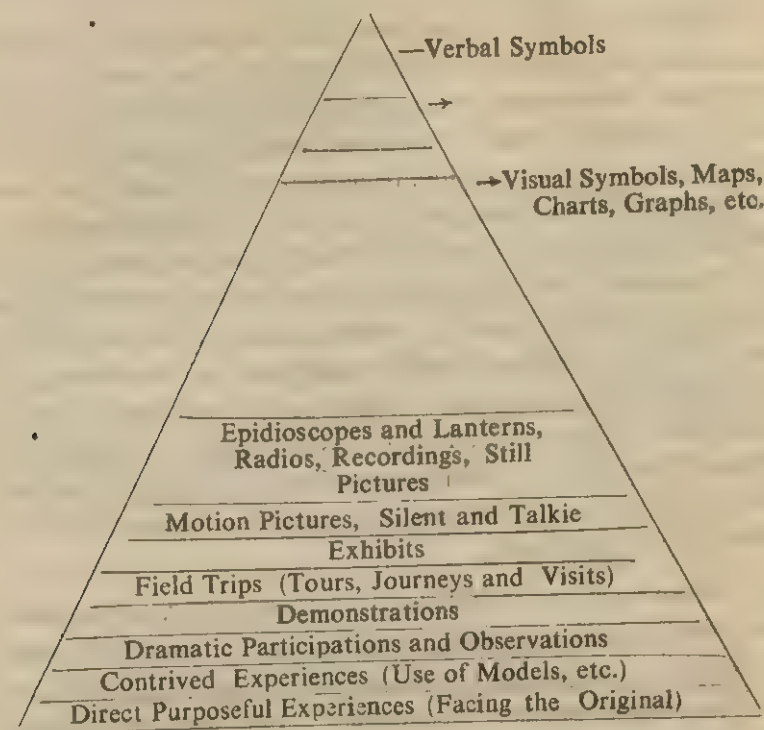
National Committee for Visual Aids in Education was established in Great Britain with the declared aim of evolving 'a policy of Visual Education in this Country.' The B.B.C. have a separate section for educational broadcasts.

In India, too, things have been moving onwards. In M. P., Bombay, Bengal and in the Punjab, regular sections have created to popularise this side of education. The Government of India have started regular Films Section in their Department of Information and Broadcasting, where regular documentaries and educational shorts are made for nationwide exhibition. School broadcasts have been introduced by all A.I.R. Stations. Thus the authorities have already started some spade work in connection with the declared policy of encouraging Audio-Visual Education. Much caution and planning is however, needed at this stage. A wise scheme of audio-visual education holds rich possibilities in the field of not only child education but also for adult education and rural reconstruction. The spread of Basic Education should provide ample opportunities for promoting the use of both mechanical and living audio-visual aids.

A famous American has rightly depicted the inter-relationship of the various types of audio-visual materials as well as their individual positions in the learning process in the shape of the following 'cone' which he calls the 'Cone of Experience.' I give the model with my explanations of the terms therein.

These divisions are not intended to be rigid. They overlap and sometimes blend into each other. The author desires the cone to be 'a visual metaphor of learning experiences' depicting the various items in the 'order of increasing abstraction, as one proceeds from 'direct purposeful experience,' which is the 'bed-rock' of all education and which involves 'learning by direct participation (seeing, handling or feeling the original) with responsibility for the outcome.' But this can only be done in very elementary stages and forms. As life goes on we have to face abstractions (not realities)

in greater measures for the simple reason that everything cannot be brought at hand.



The second stage, therefore, involves the use of contrivances like models. A really good model sometimes explains things better than the thing it stands for, e.g., it is difficult to learn from an actual aeroplane the details about flying but a cut-away model may be able to explain clearly and simply the whole mechanism. 'Mock-ups' are very often used by the Air Force during training of pilots and mechanics. It is a useful teaching device and certainly could be adopted in schools of all types. By proper 'editing and simplifying' all attention could be focussed on certain main points.

Dramatics involve a reconstructed experience and step in where contrivances fail. Participation is better than mere watching.

The 'actors' get closer to the reality than the audience because they relive the entire 'situation.'

But very often we cannot participate in the 'experience' and have to be spectators; even in dramatics only a small number can participate. Observation, therefore, comes uppermost in education, and this category includes items like demonstrations, field trips, exhibits, motion pictures, radio, recordings, and pictures. In these we simply watch and listen mutely, as we are not responsible for what is happening, and as we have no ability or authority to make any alterations in the event. Here the teacher has to wisely select the material, while the pupil is trained to observe and listen fruitfully. This also involves a working knowledge of the various aids (like the film projectors, radio, and the epidioscope) on the part of the teacher. The responsibility for this training rests with the Training Colleges where such guidance may form part of the usual professional training. Special courses will have to be run for those already in the profession.

When we speak of Asia as a continent or of Atlantic Ocean, none of the above aids can help us in showing Asia or the Atlantic to the class. Here we have to show them a 'map' or a chart—mere abstract representations of the originals. We may include them in the category of 'visual symbols.' Herein symbols have got to represent various things on the chart. These 'visual symbols' could be used from the very beginning provided simple items are used. The 'symbolic aids' should be 'geared' to the level of the pupils. Many such items like maps and charts are available in the market but many more have to be prepared by the teacher in and out of the classroom. Training in drawing and art is, therefore, very essential for the teacher, and as such, Training Colleges must cater for this. Practice in blackboard work is equally essential.

Lastly come the 'verbal symbols' which simply signify that a certain word stands for an object, action or thing. This comes in the latest stages because here we abstract everything from the

original except the meaning of the term. The symbol can be anything from a word and an idea to a formula and philosophic aphorism. It does not follow that a junior pupil cannot use this aid. As a matter of fact, every child who reads and writes, can be made to use verbal symbols. But to get better results, the various aids could be easily combined.

Such, then, are the implications of Audio-Visual Education. We need a definite policy in this direction, and also an organisation to work out that policy. Much, of course, will depend on the attitude of the local managements that control a majority of the educational institutions and also on that of individual schools and teachers. But the Education Department should be concerned with the establishment of the machinery necessary to carry out a programme of development of the use of audio-visual aids in educational institutions.

This will include opening of regional libraries for films, pictures and records, advising the All-India Radio on educational broadcasts, and lending of apparatus whenever necessary and giving expert technical and professional advice wherever required. At a later stage, production of material like short films could also be taken in hand. Besides, there is great need for research into the subject of education by audio-visual means. The ultimate responsibility for encouraging and guiding such research work also rests on the departments of education. The various training institutions could divert a portion of their energies in this direction. Help could also be taken from departments like Agriculture, Irrigation and Industries. It is much better if all work done in the various provinces is co-ordinated by a central body.

With a view to planning a healthy Audio-Visual Education policy, it will be in the fitness of things to officially appoint a committee of experts (with powers to co-opt) to investigate and make useful suggestions. To get a really frank and useful report, it is essential that the majority of the members are eminent educationists

and those connected with the film industry, specially with the production and exhibition of documentaries and educational and propaganda shorts. I should suggest that amongst other things, the following points be paid special attention:—

1. Audio-Visual Education in relation to rural education.
2. Audio-Visual Education in relation to urban population.
3. Audio-Visual Education in relation to adult education.
4. Production of material like films, records, etc.
5. Co-operation with A. I. R.
6. Training of teachers and development of research.
7. How to gradually make it self-sufficient without putting the charges beyond the reach of the poorest of pupils.

The National Institute of Audio-Visual Education started at New Delhi is doing useful work in a limited sphere. I want it had sub-units in every state.

THE PROBLEM OF EXAMINATION REFORM

For some time past a lot of attention has been paid to the question of reform of the examination system in the country. A number of Seminars have been held both by the Central and State Governments and also by the All-India Council for Secondary Education. An eminent educationist from U. S. A., Dr. Bloom, was also invited to help the authorities in this regard. An examination unit has been attached to the All-India Council as a pilot project to help the various State Governments and other examining bodies in this matter.

A perusal of the reports of the above Seminars leads one to believe that something is vitally wrong with our examination system. Great concern is expressed all-over on the large number of failures in the various examinations conducted in the country. A large number of causes like the heavy syllabus, overcrowded classes and the increase in the number of private candidates are thought to be responsible for this tragedy. Steps are already afoot to checkmate these.

On the evaluation side, however, two of the solutions offered and adopted are :—

1. The introduction of internal assessment to spotlight the day-to-day work and to introduce some diagnostic and remedial work. This will naturally involve the use of some Cumulative Record Card.

2. Use of New Type Objective Tests to bring in more of objectivity, reliability and validity.

The above unit tries to help teachers in the construction and use of the above two items.

I, however, feel that although educationally a fine thing, internal assessment is of little use where a large number of institu-

tions and a large number of students take the same public examination of the prognostic type. Conditions in U. S. A. whose example we are anxious to follow are quite different. There, I learn, most of the institutions carry on their own evaluation and award their own qualifications. On the other hand, however, I have reasons to believe that, wherever internal assessment has been introduced in our country, results have been most catastrophic, mostly because an unhealthy competitive spirit is bound to come in when the same examination is taken by students belonging to different institutions and more specially when institutions are run on commercial lines. To illustrate my point of view I would like to quote the example of the B. Ed. examination of the Punjab University. In this examination 50% of the total marks are awarded by the various colleges themselves and the remaining 50% are assessed by means of an external examination. Experience shows that this 50% Internal Assessment is invariably grossly abused. There is no positive correlation whatsoever between the Internal and External Assessments. Usually nearly all the Basic Training Colleges award first class marks to most of their students in the Internal Assessment, but very few of these students get first class—or even second class marks in their External Assessment. This was done by the various institutions in a bid to show better results than the others and thus attract more students. The Punjab University is at the moment trying to think out ways and means to reduce the adverse effects of Internal Assessment.

There is no doubt that the idea of Internal Assessment is educationally very sound but the very pattern of our examinations will have to be changed if we wish to make a healthy use of this item. I intend suggesting to the University that all the Training Colleges affiliated to the Punjab University may be allowed to carry on teacher-training on their own and award their own qualifications mainly on the basis of Internal Assessment. In such a case the employers of teachers will have to decide for themselves about the quality of the various candidates. They will not stand to be

misguided by the divisions obtained by the various candidates in the University Examinations involving 50% Internal Assessment. In such an event, I believe, all the institutions would try to improve their standards so that their students may get better employment. Truly, raising of standards is our main objective.

The Punjab University have also introduced Internal Assessment in the newly planned Higher Secondary Course with a provision that, if the difference between the Internal and External Assessments is more than 10%, the Internal Assessment will be adjusted accordingly. This provision kills the very spirit behind Internal Assessment and may still result in unfair assessment, but this is the best the University could do, considering the very large number of institutions and students involved. I think Internal Assessment can, as such, be easily done away with at this stage because a public examination of this magnitude can only be prognostic in nature.

The Cumulative Record Card could only be effective and faithful as an instrument of Internal Assessment, if the above conditions are fulfilled as the first requisite, and tests are given more for diagnostic purposes.

The New Type Tests have certainly some ingredients of objectivity and reliability but I feel that they are not a complete remedy for our ills. I have no objection to a cautious and restricted use of such tests to the extent of, say, 15%, but I would certainly consider it a very sad day for our education when sole reliance is put on them. At the moment there seems to be a craze for objective type tests in our country but I really feel that by doing so we are not heading for anything substantially successful.

Oral tests and interviews have never been used in our University examinations, although they are, to my mind, the best means to judge a candidate's verbal expression, ready wit, grasp of situation and powers of discussion, etc. This again can be done best on the institutional level and not on the whole-sale university level.

Another point that strikes me is that at present we examine students at our convenience and not at their convenience and when they are ready to be examined. This will mean that the frequency of such tests will have to be increased many folds which may prove very costly both for the candidates and the Universities if done on the University level. As such, this can also be best done in smaller units.

In short, as long as there is a clash in the objectives of education and the objectives of examination, we should not expect any improvement either in our education or in our examinations. To me examinations are a means to an end, while we are treating them as the end of all educational processes. No improvement in the techniques of evaluation can carry us far unless there is deep harmony between educational and examination objectives, philosophy and technique.

I, therefore, do not visualise even the slightest improvement in our examination system, unless, and until responsibility is put on the institutions and the teachers themselves, and the existing examining type of Universities and Examination Boards are abolished. I do not believe that the Indian teacher is lacking in any way as far as a theoretical knowledge of the technique of evaluation is concerned. Circumstances have unfortunately never permitted him so far to put these ideas into practice. We have been doing great injustice in underrating the potentialities of our school teacher. Give him freedom and opportunities and he will rise upto any standard. It is high time we boldly faced the situation without any misgivings and with hopes for the future.

I, therefore, see little use arising out of the movement for Examination reform if it only tries to change examination procedures in schools by means of an introduction of Cumulative Cards and new Type Tests, as long as public examinations of the present magnitude exist. The entire shape of things must first change to pave the way for better examination procedures.

One thing, however, can be taken in hand at once by the examining bodies and that is to provide proper guidance to paper-setters and examiners. As a preliminary to this, they will have to undertake a sample analysis of the various examination papers and marked scripts. All this will provide a colossal task which can only be done with the help of local research workers. I would, therefore, wish every examining body and university to have its own research wing which may in turn get inspiration and guidance from the Unit in New Delhi.

EDUCATIONAL ADMINISTRATION

In any educational set-up, inspiration must come from the top. If the same is not forthcoming, the administration may be called routine rather, than 'academic'. "There can be no better mark of constructive administration than a free professional morale among the teaching and field staff with correspondingly continual vitality in their educational philosophy."

In the departments of education in India, however, so much of unproductive routine work has to be done that our officers find little time and energy to devote to their more academic responsibilities. The same old routine that existed fifty years back persists even in 1961. No guidance or inspiration is available to the teacher in the actual class-room, although a heap of 'official correspondence' passes from office to office every day. It is, however, true that this stagnant state of affairs is basically due more to the shortage of staff rather than to any indifference or to any intellectual bankruptcy on the part of the officers, many of whom would be capable of doing excellent educational work only if they did not have so many files to attend to and so many letters to sign. But sadly enough, an attitude has developed that educational administration simply means passing orders to the subordinates.

It would be very useful if the number of officers at the divisional and state headquarters in every state be sufficiently increased and some of them left entirely free to carry on educational research and offer educational advice and guidance to the profession. It might still be better if a separate academic section is added to every state department of education. The Bombay Government carried on such an experiment some years back. An educational adviser with a few educational experts used to look after the academic side of the education department's responsibilities, while the D.P.I. and his staff were in charge of the purely administrative matters. During the course

of the experiment a number of refresher courses were held and a number of booklets on some important topics were also published. An educational journal too was published every two months. It is to be regretted that somehow or other the experiment could not be put on a permanent basis. But the usefulness of such an arrangement stands above criticism. It must, however, be emphasized that people of some standing in education should be appointed to the various posts because we want them to become actual 'guides' in education, and not mere 'officers'.

In the undivided Punjab a new experiment was tried in this field. The staff of the Central Training College at Lahore were deputed to the various divisions to accompany the inspectors on their tours and thus carry fresh knowledge and healthy ideas to the schools in the far-off corners of the province where instruction had become more or less a dead routine. Such an experiment is worth trying. Occasional exchanges between the inspectorate and the training college staff as suggested by the Secondary Education Committee are also worth a trial. This might also mean putting them together in one cadre.

More than the people at the headquarters the divisional and district inspectors and their inspecting subordinates are better placed for giving professional help and guidance to the lay teachers because they come in closer contact with them. The present inspector is usually more of a 'demagogue' than an educational guide. He is more dreaded than respected. And he very often offers no inspiration to those whom he meets because although superior in service, he is not always superior in knowledge and in teaching skill. He can only offer criticism but is totally ineffective when it comes to giving of suggestions or of practical demonstration of what good teaching is like. Such a state of affairs only helps in maintaining the routine in the profession. This stresses incidentally the necessity of having and training the correct type of inspectors.

It, however, cannot be denied that one single individual cannot be expert in all the subjects and it will be desirable to follow the example of the Ministry of Education in England where Subject Inspectors are usually appointed. What happens in India is that if the visiting inspector is a history man the science and the mathematics teachers do not feel the 'pinch' of inspection, while the poor history teacher has to face the entire inspectorial brunt. It may be useful to appoint subject inspectors in every division in addition to the present staff who may be left in charge of all official work, e.g., appointments, leave etc. The main business of these subject inspectors will be to visit schools with a view to helping subject teachers and acquainting them with the latest developments in the philosophy and technique of education. The teachers may be encouraged to lay their difficulties and problems before these officers and seek suggestions and guidance in a free, informal atmosphere, because these officers will be more 'humane' and will vitally serve as fountain-heads of light and knowledge. Arranging occasional seminars and refresher courses etc. in their particular subjects will also be a part of their responsibilities. Help should be taken from the extension departments in the state. With this change in the educational set-up, we are sure, education in India will become a much brighter affair.

The Central Ministry of Education with its expert staff can serve as a useful co-ordinating body between the various states. For an educational uniformity and integration in the country such an organization is very necessary. It is very helpful that this ministry has no routine administrative duties to perform like the state departments of education and all their energies can be used for better academic activity. It is not enough simply to grant sums of money to the state governments. What is more essential is that the Central Ministry of Education is able to supply all academic information, guidance and literature asked for by the state departments of education or by any voluntary organisations

carrying on work in the educational field. Much experimentation and research could also be done under their auspices and useful monographs and bulletins issued. High hopes have been pitched on the National Institute of Education in the matter of educational research and leadership. It is to be hoped that soon enough the N.I.E. will do something solid to justify these expectations.

Things in our private institutions are much darker. Most of them depend on official grants of money for their very existence. Their management is in the hands of people quite blank in matters educational. Lawyers, engineers, doctors, shopkeepers—all combine to manage educational institutions and the result is that these supposedly temples of learning are reduced to the status of *pansari** shops. Everybody who donates or can donate some money starts claiming to be an 'educationist'. There is no harm if such people help our schools with donations, but certainly as far as academic matters are concerned, they should decidedly not try to interfere. The managing committees should include people who can claim some good knowledge of education and who can guide teachers in their day-to-day work. The staff must be given academic freedom and no interference should come from the managing committees in matters pertaining to class promotions, admissions, fee concessions and the like. The headmasters and teachers know their job well. A uniformity in salaries and grades of teachers of various categories and in the tenure and security of service are very important if we want to have satisfied teachers who will stick to their jobs. I would even advocate of mutual transfers of staff between the various private schools within a particular state.

An educational evolution is needed in India. Some awakening is already there. How and when it can be fully brought about, depends on our educational administrators, on their scholarship, on the catholicity of their ideals and on the amount of genuine love they possess for Bharat and her people. The enthusiasm and zeal born at the top will soon filter down to the ranks. Water always flows downwards !

*A Grocer

GUIDANCE IN EDUCATION

The guidance movement is now an integral part of the educational systems of the West. The utility of this movement is unquestioned. It will not be very wrong to say about American Education that the guidance movement there has been the greatest single force in improving the educational practices in that country. Guidance, in direct and simple terms, is a useful instrument for achieving educational, social and economic purposes.

And yet a large number of us are unacquainted with its implications in India. The Sargent Report published in 1944 makes no mention of it. There is, however, only a brief chapter on Employment Bureaus which may have a rather far-fetched relationship with the movement. This simply goes on to prove that psychology as a potent factor in the uplift of society has yet to be recognised. Good beginnings have however been made in some states. A Central Bureau has also been started in Delhi. It is only to be expected that as the years role by expansion on the desired lines will be made in all the areas.

Guidance emerges from the conservation of human life and energy. It has its roots in the basic fact of human needs. It is not contended that every one of us has the potentialities of becoming an Einstein, a Tagore or a Mahatma Gandhi, but every one of us certainly has possibilities of becoming *something*, which, however, most of us do not become because there is no one to guide us at any stage of our life. Our journey onwards is haphazard and only few reach the desired 'Haven'. Human energy is wasted; lives are mis-spent and the number of misfits in the various professions is alarming indeed. Educated unemployment is an acute problem in India, not essentially because there are not many jobs but because most of our educated young men find on the completion of their education that they are fit for nothing. The guidance movement is

to remedy these defects. Everybody needs assistance and proper guidance at the various stages in one's life. It ensures directed growth. It tells a person two things. Firstly, what is he capable of and secondly, how best to use his capabilities.

There are as many types of guidance as there are problems confronting any youth. No list can be complete and there is always overlapping between the various types so much so that in practice it is not always possible to separate one from the other. The problems that commonly confront the youth may be classified as under :—

1. Health and physical development.
2. Home and family relationship.
3. Personality.
4. Education.
5. Vocation in life.
6. Religious life.
7. Social life.
8. Leisure.

Although it cannot be denied that all the problems need careful and constant attention in and out of school, the set-up of our schools is such that some of the problems cannot be properly tackled. Our schools should, however, take complete responsibility for (1) educational and (2) vocational guidance and also partly for (3) personal guidance.

Before, however, I come to these items one by one, I must say that the principle of guidance works on the following basic assumptions.

1. The differences between individuals in native capacity, abilities and interests are significant, i.e. every person is a complete individual of his own pattern.

2. Native abilities are not usually specified.

3. Guidance is not prescriptive but aims at progressive ability for self-guidance, self-direction and self-improvement.

Educational Guidance

Educational guidance heads the list of student problems. Put in simple, straight-forward language it answers these questions:

1. What is a certain student good for ?
2. What type of education will reveal his inborn capacities and help him to develop them ?

Educational guidance, however, must not be confused with teaching as such. It is simply a "conscious effort to assist in the intellectual growth of an individual". The guidance worker by means of the various tests, personal interviews etc. tries to find out the student's mental capacities, interests, aptitudes, etc. and thus suggests the course that he or she is capable of following. Very often educational guidance is influenced by vocational considerations. For instance, if the final aim is to follow a medical course, appropriate courses must be taken earlier to prepare the student for that course. This means that the choice of a vocation, in many cases, must be made quite early in life. Here is a situation where educational and vocational guidance must be offered simultaneously.

After finishing one stage in the educational ladder, a student should proceed further up only if he is likely to benefit from it. Here again educational guidance steps in. It, however, goes without saying that in order to help students get full advantage from guidance, schools and colleges offer a variety of courses and the rules and regulations are flexible enough.

Sometimes cases of mental or muscular retardation have to be referred to the educational guidance worker. He, after assessing the extent and causes of retardation suggests some appropriate measures for improvement. Let me illustrate this point with the help of a case treated by the Bureau of Psychology, Allahabad.

Sometime back they got a girl aged 13. She was suffering from acute mental retardation and also from a lack of adequate muscular co-ordination. After giving her a number of tests (Passalong test,

Kho's test, Picture construction test, etc.) her mental age was put at $6\frac{1}{2}$ years and her Intelligence Quotient at 50. This obviously was a case of severe mental retardation. She was only better than an idiot—a moron. As such she could never look after herself. She had severe speech deficiency and lack of muscular control, mostly as a result of her feeble-mindedness. As a result of these investigations, the following measures were suggested and proved useful :

1. *For Mental Development*, she was suggested training with concrete material and methods. This developed her vocabulary, number concepts and ideas generally. This also helped muscular control to some extent. Her speech also improved.

2. *For Emotional Development*, she was recommended sympathetic but firm treatment.

The work of the guidance worker does not end with the giving of suggestions. He must observe the progress and effect any changes in the treatment, if necessary.

Vocational Guidance

Vocational Guidance may be defined as the process to help an individual to choose an occupation, prepare for it, enter upon it and progress in it. In other words it helps a person to have a satisfactory vocational adjustment.

There are vocations and vocations as there are persons and persons; and certainly all persons are not suitable for all the vocations. Every vocation needs certain background, preparation and aptitudes and only those having them can succeed. The business of the vocational guidance worker is (1) to find out what positions and jobs are available and what are their requirements and (2) to find whether the person under observation fulfils those conditions. Here again the observation continues much after the suggestion, and in certain cases readjustments may have to be made. It is mostly at the secondary school stage that this particular type of

guidance is most needed, because at the end of this stage, pupils usually join a profession or join a professional training institution.

What happens today is that decisions are made more on the basis of the pay and opportunities that a profession offers than on any other considerations. No parents or students try to find out whether they are fit for some particular profession. Sometimes a very bright student is compelled by circumstance to take an ordinary job much earlier in life. In such cases the school or the college shall have to find out ways and means of assisting such financially handicapped children.

Vocational guidance, therefore, has the following different phases :—

1. *Collection of personal data.* This may include general data, physical data, intelligence ratings, and special aptitudes and interests and achievements. The last is of special significance.

2. *Giving of advice and counsel about a suitable profession.* This may be either a general inference or a specific suggestion. Suppose a person approaches a clinic for general advice on a vocation ; the advice given, based on the data collected, may be that he is suitable for a vocation of a professional nature, or for a vocation of a scientific and practical nature. This is general advice.

Sometimes people come with a specific problem e.g. whether a person can profitably choose the medical profession. Here the reply will be whether he can or he can not, in view of the traits found out in him after a thorough examination. The following advice was once given by a Bureau of Psychology to a young man who wanted to know whether he could profitably choose the engineering line as his vocation. The report said "... he is quite capable of making a success in the engineering line, provided that he maintains his interest in it and financial difficulties do not stand in his way".

3. *Preparation for the vocation suggested* is very essential and this preparation should come quite early. The vocation suggested may come after school or it may be a change from one profession to another. In the former case, it is the duty of the school. Sometimes part-time or evening institutions serve this need.

4. *Securing appointments.* Unless suitable jobs are actually secured and students placed in comfortable positions, the vocational guidance movement is incomplete. Counselling is useful only if the counselling agency is also able to help in securing suitable employment. This means that schools must keep in touch with probable employers and vice versa. The Employment Bureaus as suggested in the Sargent report can serve the purpose to some extent. It is, however a pity that in the Five-year Plans there is no concrete provision even for these. In America they are called Placement Offices. I would suggest that there may be a central office at the state headquarters and then there may be district offices. The Employment Exchanges that exist today have, I feel, not proved very effective and may be incorporated in the scheme, I have suggested. The Placement Offices will do more solid work because they will help both the employers and the prospective employees in securing what they want and will offer specialised service.

5. *Follow-up:*— *Guidance* does not end with the securing of suitable jobs. It has to be seen how the employees are progressing. It is possible that wrong advice was given. In such cases, some shiftings and adjustments will have to be made. Causes for some minor maladjustments will have to be found out and remedies suggested.

Personal Guidance

The first question is "what is Personal Guidance"? Psychologists describe it as "all those therapeutic measures that aim at securing a comparatively economical and efficient adjustment between the individual's inter-psycho forces and external reality". Depending of the nature on the maladjustment, personal guidance may involve anything from 'ordinary rational persuasion' to deep psycho-analysis'.

Let me illustrate this with an actual case treated in a clinic. A highly educated and well placed young man had developed a strange obsessional neurosis. He was constantly dominated by the idea of the 'human' posterior and its filthiness and of the unreality of everything. This seriously impaired the efficiency of his work. Six weeks of psycho-therapy adjusted him sufficiently to carry on his work satisfactorily.

School children sometimes get unsocial and immoral habits. These all come under personal guidance. Unless these wrong attitudes and habits are got rid of, the child may not be able to adjust himself successfully to life and become a successful citizen. Problems of health may also come under the same heading. These must also be attended to at once.

The urgent need, therefore, before the country is to have a good and efficient guidance service. This may be possible only if a sufficiently large number of properly trained people are available. Training colleges could train a few psychologists and career-masters. The latter will have to be placed in every school while a single psychologist assisted by a few assistants and equipped with a proper laboratory, could serve a certain area, say a district having a certain number of schools. The main job of the career-masters will be to see that cumulative records are properly maintained, visits to places of interest and employment are arranged and information about the various courses and professions is kept ready. They should be able to give guidance in simple cases and refer the others to the zonal psychologist.

Regular courses in guidance could also be introduced in the universities. Some elements of guidance could also be profitably introduced in the ordinary B.T. or B.Ed. courses so that every teacher may be able to function as a minor career-master and guidance counsellor. Not many people are familiar with Cumulative Record cards. Keeping of records is no new invention and it is closely connected with testing which again is as old as teaching itself. In

the words of Prof. Fleming a "Cumulative Record card contains and preserves the results of four to ten independent and objective studies brought together on one card in the belief that several such assessments are more informative than one and that guidance may be more effectively given in the light of such a series of measurements". These cards are kept confidential and may be used only for diagnosis and treatment. One such card per student should be maintained and transferred from school to school, if a student shifts. It is very desirable that an objective and standardised method of testing is introduced in schools, because as such the data thus derived is always useful. Many items can be there but the following have been found very helpful for inclusion in cumulative record cards. The entries should be made periodically.

1. *Educational History* (Schools attended, attendance, favourite school subject, subject liked least).

2. *Status*—as shown by standardised tests, (a) attainment, (b) mental ability.

3. *Personal characteristics* (a) interests in life, (b) attitudes, confidence, persistence, etc., (c) attainment in school subjects.

4. *Home life*—position in family, favourite leisure pursuit, employment (if any), some special home circumstances.

Another responsibility of the guidance worker is to teach students to 'measure' themselves and not only depend on the measurements taken by others. Self-measurement is the best way to self-improvement. A student should be able to answer the question, "What sort of a fellow am I?" The facts one needs to know about oneself are :—

1. *Intelligence*—It can be easily measured by means of standardised tests.

It is a pity, however, that not many such tests have been framed and standardised in our country, and there is a crying need

for research in this direction. For the time being, however, one could depend on the frank estimate of a sincere teacher. If one knows about one's intelligence, one can certainly decide what one is capable of doing.

2. *Attainments*:—It means what he has done so far in the various school subjects etc. It is no use thinking of becoming an engineer, if you find that your attainments in Mathematics and Science have been meagre.

3. *Special abilities*:—You know in what sort of activities you have been taking part. One takes part only in the activity of his or her choice. You should also find out what you want to do in the future. Some 'aptitude tests' that measure one's interest in the various activities are helpful in this direction. There are different tests for different professions. No such tests have, however, been standardised in India so far.

4. *Personal qualities*:—These are also important and one must not be ignorant of these. Some people are social, others shun company. Some are easily excited, while others remain cool. Some people have powers of perseverance, while others have none. If a person reflects over his doings in the past, he could easily place himself with reference to such qualities.

5. *Health* is not a question of very great use unless one has a serious physical defect. One should consult the family doctor or the school medical officer regarding this.

In short, if one makes a thorough study of oneself and also a thorough study of the various courses and professions available, one can roughly judge one's suitability for these. This combined with the advice given by the Career-Master etc. should place a person in comparatively a clearer position.

Again and again I have pointed out during the course of these pages that there is great need for research, if our guidance movement, when it matures, is to prove useful and effective. There are

no tests. There are no techniques in diagnosis or treatment suited to local conditions. There is no clear indications as to the things required for joining a course or profession and proving successful therein. Without these basic facts, nothing much can be achieved. Research in guidance is, therefore, the greatest need of our educational system and it is to be hoped that attention will soon be fully focussed on this important problem.

PSYCHOLOGICAL CLINICS

The professional psychologist occupies as yet no responsible place in our schools or in our homes. Educational psychology is a subject that is learnt and forgotten in the training colleges and universities and in spite of the great progress in the useful science all over the world, our children are brought up and educated in the same old fashioned what-is-to-happen-will-happen manner.

The teachers as well as the parents are apathetic towards the peculiar individuality of the child and the same pattern of treatment is meted out to one and all. Nor have we anything tangible in the matter of the education of the mentally or physically defective except the presence of a very, very small number of badly run schools for the blind, the deaf and the dumb.

It is true, however, that there may be a few child guidance clinics scattered in the country but they, as far as my information goes, are neither popular nor easily accessible to the general public. The number of properly trained persons is equally meagre.

In England whole-time psychologists are now employed by all educational authorities and there are more than one hundred clinics scattered all over the country where treatment is given free in most cases. Legislation has already been laid down that guidance will be available free for every British child. America has gone much farther in employing the services of suitably qualified persons in the matter of the care and guidance of her children.

The dearth of trained persons may in India be attributed to the fact that very few of our colleges and universities have properly equipped psychological laboratories and fewer still offer courses and training in practical psychology. A step forward in this direction may prove a good foundation for future development.

The U. P. Government have taken a very wholesome step by starting a bureau of psychology at Allahabad with offices in the

districts. The Central Institute of Education have also started a child guidance clinic. The Education Department, in Punjab, will, I am sure, shortly explore the possibility of starting many such clinics in the state with the central office at the headquarters or at Government Training College, Chandigarh. No educational programme can be complete without such facilities.

Before I come to actual suggestions in this direction, I would like to explain, very briefly of course, what is child guidance and child care and what is the function of these clinics.

These clinics are ordinarily meant for mentally normal children whose behaviour, however gives cause for anxiety. By constant and careful study of each case the root cause of the difficulties is found out and suitable treatment prescribed. It is essential that individual attention be paid in each case. They also supply to parents and teachers suitable guidance for the proper handling and upbringing of children. Special clinics cater for the needs of mentally or physically defective children.

It may be equally interesting to know what problems usually arise in the case of normal children. Some children are shy and sensitive and this problem is quite acute in India. They are rather reserved. A few suffer from some unreasonable 'fears' or 'night terrors.' Clinics help them to gain release from these undesirable factors and after some time they become quite normal people.

Some children are unmanageable. This is perhaps due to a lack of any wholesome outlet for their energies. With proper guidance and care the clinics may help them to use their energies in some fruitful channels, and thus enhance their personality.

Clinics very often get cases of otherwise intelligent children who somehow remain backward in their lessons. The clinics may assist such children to make complete use of their capabilities; sometimes individual care and coaching have to be given to the 'patient' to bring him up to the level of the class.

'Habit formation' in children requires a lot of proper attention and care on the part of parents and teachers. There are certain 'habits' like 'bed-wetting' or 'sucking the thumb' that persist even when the child is quite grown up. The clinics assist in doing away with these humiliating 'habits' and acquiring some good ones.

Stealing (kleptomania) is much heard of in our homes and schools and this delinquency in our children seems to be on the increase. Stealing often breeds from greed for things held away from children by parents and others, and also from their unfulfilled desires. This tendency germinates steadily and if not reformed during early years, the child may widen the field of his activities and develop into a perfect criminal. Such cases require immediate treatment and for them specialist care is invaluable.

Speech difficulties like stammering and lispings can also be cured through a specialist treatment.

The tendencies to lie or sneak also germinate during early years and cannot be reformed by people at home and reference must be made to child guidance clinics.

We, therefore, owe it to our children as parents and teachers to give them the best guidance and care during their childhood and school days, so that they may develop into normal human beings having qualities of leadership, initiative and truthfulness.

It is, therefore, my suggestion that a psychological branch be attached to all the state education departments. We may have in every state a trained psychologist with suitably trained staff at the headquarters and in the districts with proper equipment and facilities. In most of the schools one of the staff should be a trained psychologist to treat minor cases and refer the major ones to the clinics.

In our training colleges we teach only a smattering of educational psychology to our teachers-in-training and it is my intention to suggest that fundamentals of practical psychology be made

compulsory for B.T. and B. Ed. students so that every teacher may become 'his own psychologist'. It will be the lot of our universities to run special psychology departments and thus give us the benefit of the services of fully trained persons. Short refresher courses may also be included in this scheme.

There should exist in this country a series of special schools for the education, care and guidance of the mentally and physically defective children. It is neither morally nor educationally sound to mix them up with normal children because their needs and requirement are of a special character and need special attention. The Punjab Government has to be congratulated for starting a diploma course for teachers of mentally handicapped children at the training college at Chandigarh. The example is to be evoluted.

It is now an established fact that every human being has some special professional aptitude and therefore, in the interest of efficiency and professional success, it is only necessary that the selection of professions be not haphazard. A school leaver tries for all types of jobs and gets in wherever he is able to procure employment. Our methods of selection are equally incompetent. In some of the bigger cities of England expert advice is sought to decide about the type of profession that a school-leaver has to enter. In others the candidate is interviewed by a representative board including the parents and 'some efforts are made to guide the child to suitable work and specially to convince child and parent that immediate monetary advantage of the blind alley occupation is illusory'. Greater psychological attention is paid to the question in some of the American towns, so much so that "Occasionally they fall a prey to the pseudo-scientist."

What we need in this country is an intermediary course. In every educational area (which may be similar to a modern municipality or notified area) Care committees of the type in England be constituted whose main work should be to look after the health and

well-being of the school-going children and to guide most of them into suitable employment when they leave school. Naturally such committees shall have to have the services of professional psychologists and a medical officer of health, both full time employees of the respective educational authorities.

The problem of rural areas may provide difficulties, and in this connection the district boards may have to shoulder the responsibility for similar arrangements.

Now I wish to deal more specifically with the work of these clinics.

The first cardinal point in guidance is the correct diagnosis. The process may take a long time and may involve many interviews with the patient as well as with his parents and associates. Complete case history is, therefore, the first essential. Students should as a rule be sent to clinics by their schools and prior appointment with the specialists fixed. It may help if preliminary details about the child and his illness are made known to the specialist earlier so that when he starts his diagnosis he starts with a back-ground. A report from the school about the observed behaviour of the child may also be quite helpful. Intelligence and achievement tests also help in giving to the Psychologist a very clear picture of the personality of the child. At this stage, for instance, the psychologist shall know, whether the child is dull or only retarded. This retardedness may be due to some emotional factors, mental defects, some specific learning inability or to merely some environmental factors. He will also know whether the child is backward all round or only in some specific subject or subjects.

Sometimes there may be a physical disability and for this the services of a specialist in children's disease may have to be requisitioned. It is, therefore, very essential that one such specialist is always attached to every child guidance clinic.

Sometimes the case is finished after the diagnosis stage specially in the case of minor ailment. In many cases some practical

advice to the parents is sufficient. Treatment becomes necessary only in serious cases and this means a number of subsequent visits to the clinic. As such parents are mostly involved. It is essential that parents also accompany the child during his treatment visits to the clinic and partake in the treatment. The main idea behind this is mainly that they get acquainted with the causes of the ailment and avoid repetition of the same in the immediate environment of the child. In many cases the active co-operation of the school staff becomes more important than that of the parents.

Psychological treatment aims only at enabling the child to become as 'useful and as happy in his adult life as his environment permits.' The diagnosis referred to above aims at assessing his inborn potentialities and treatment simply means making a right use of the same. His energies might be misplaced. He may be quite intelligent but emotional. The work in hand may be above or below his mental ability, both eventualities resulting in frustration. The child may be suffering from social maladjustment.

In cases of physical pain, it is not very advisable to dispel the pain by means of Saridon pills or Aspirine. A good doctor will try to reach the root cause of the trouble because temporary relief does not mean permanent cure. Likewise in psychology it is neither advisable nor always possible to tackle only the outward symptoms. The main cause must be removed if we do not want the particular behaviour to persist. Punishment will never cure a child of stealing. He may, although leave off the habit very temporarily for fear of punishment. Something has to be done at greater depth. This bad trait in the child might have developed due to the negligence of the parents or due to their miserliness or poverty. A child steals a pencil or a book or a copy book mostly because he may not be having these things in the class, a fact that might be bringing him down in the estimation of his class fellows. The habit if not remedied in time may make the child a confirmed thief. The treatment in such a case will mean counselling the parent to get all

necessary articles etc. If proper cautions are taken, in most of the cases the child does not take much time to get rid of the bad habit. He will not steal if there is no necessity to steal; but his progress must be watched.

Emotional disorder occasionally emerges from the unconscious. Neurotics result from an accumulation into the unconscious of repressions, hates, fears and frustrations. The psychologist during the treatment stage strives to bring these to the surface. The barrier between the conscious and the unconscious has to be broken.

In the event of more specific disability like blindness or deafness, special teaching methods may have to be used. It has been proved that skilled, specialised training can work wonders. The idea is that the handicap should not remain a handicap to its former extent, and their progress in their own sphere be good.

Direct psychiatric treatment is seldom necessary and is used only in the event of actual mental disturbances likely to continue permanently.

Stammering and bed-wetting (enuresis) are two very common ailments amongst children of school-going ages. Bed-wetting only signifies a lack of control over the bladder. Some children develop it later, others are liable to have it at times and under certain circumstances. The tendency sometimes runs through families. The treatment is slow and longish and requires a lot of patience on the part of the child, parent, and the psychologist.

Stammering originates in much the same way. Besides having no confidence, the stammerer has a bad neuro-muscular mechanism. Even ordinary people having normal speech may develop speech difficulties under extreme nervous tension and strain. If the stammerer can regain his confidence and be assured that he can speak well if he exercises patience and makes an earnest endeavour, he can greatly improve his speech. It is very rare that stammering is due to some organic defect. In that case however, the psychological treatment may bring about only partial cure.

THE SCHOOL AS A SOCIAL UNIT

The ideal of the social life of a school, as also of any other social organization, should naturally be liberal and comprehensive; that is to say, it should conceive of its members as human beings with thoughts, feelings and emotions, whatever may be their position in life. It should exclude anything that may make the pupils servile or anything that may discourage the growth of the best that is in them. It is, therefore, at once non-individualistic, it encourages initiative and discards self-advancement and is, naturally, a most important instrument for character-building. It is also a classless society for the simple reason that it draws its members from varied walks of life and home conditions, at an age when the instinct of companionship is the strongest, and social position counts for nothing.

Every school-going boy or girl is essentially conscious of belonging to two societies, the home and the school. It is quite natural, however, that the conception of the school as a society can be better developed in the boarding school, because 'the welfare of the community depends largely on the organization of the hours outside this classroom'. Home and school, therefore, monopolize the boarder alternately, while the day-pupil belongs to them both simultaneously. In this case, therefore, every activity pursued out of school hours encroaches on his leisure and clashes with the arrangements at home. Here is a difficult problem which confronts us.

Now let us see what happens in Indian schools regarding this. In my own school days there was no social life at school except for some in the playing-fields and that too for only three hours a week, out of which at least once a week I was always absent owing to some 'event' at home. During recent years, however, I have noticed, to my great pleasure, that schools have started regular extra-curricular activities.

During my stay abroad I had the good fortune of coming into close contact with the corporate life of many schools, specially the King Edward VI Public School at Southampton. In that school the concentration of corporate activities of the school (other than games) on one or two afternoons of the week considerably eased many difficulties. Pupils on these days usually remained at school for an early tea followed by various corporate activities, and special arrangements were made for the journey home of those pupils who lived at a distance. In these activities the teachers and the pupils (seniors and juniors) met on an equal footing without ceremony of any sort. Such contact is not very much encouraged in our schools, with the result that ordinarily, the teachers, and specially the head teachers, are beyond the pupils' reach. A rigid and insuperable barrier separates the teacher from the taught. The relationship is not one of friendship and mutual regard but that of the 'ruler' and the 'ruled'. The teachers seem to sit like the ancient gods upon the top of Mount Olympus looking with 'supreme disconcert and lofty dignity' upon mute, trembling and admiring pupils, standing in an attitude of reverential awe at the foot of this mountain. While I do not deny that proper respect should be expected of pupils, I do feel that much good would be gained if teachers would condescend to come down from their Olympian heights, and cease to exaggerate the importance of 'sir' and 'yours obediently' on every occasion they are addressed by pupils.

I do not deny that both the home and the school contribute equally to the education of the young, but I do wish to emphasize that the child's schooling is surely not a part-time job and that it does have more demands on his emotional as well as his physical side than is often realized. The home should, as far as possible, refrain from making social and other demands on school-going children except on holidays when the home environment has a rightful opportunity for asserting itself. This requires from parents their understanding and sympathy for the work of the school and, if possible, their moral support. People who refuse to render this

help should, in the interest of their own children, send them to boarding schools whose number is bound to increase in a free India. French and English schools attach a great deal of importance to Parents' Associations and other similar organizations in which the aims and plans of the school are discussed. Increased support is also being given to such institutions on the other side of the Atlantic. And I see no reason why we also should not introduce similar devices into our schools so that the pupils may breathe a freer and fresher air. To copy others may seem a confession of weakness to some, but it appears to me, as it should appear to all right-thinking people in this country, that there is nothing but immense and incalculable benefit to be derived from such a healthy, rational and laudable imitation, provided that the copying is not done blindly or merely for the sake of imitating Western institutions. I have invincible faith in this conviction and I emphasize this with all the force at my command, since my personal experience has convinced me that our children are not infrequently kept from school, and more particularly from attending extra-curricular activities, on such trivial excuses as the visit of a relative or the preparation of a special dish. The success of Parents' Associations in Western countries urges me to plead earnestly for their wider use in India.

It must be obvious to all that the success of certain aspects of the social life of schools depends very largely on the adequate provision of playing-fields and school buildings and also on their availability outside regular school hours. Speaking of buildings and playgrounds I must state, frankly, that our average schools are most deficient in this respect. I have come across many schools where there is no provision at all for an assembly of students in an informal environment. Our hostels usually lack common-rooms and facilities for indoor games. In better schools, big assembly halls are provided but they are generally reserved for functions such as the annual prize distribution. I wish to press, therefore, for

the provision of students' common-rooms, equipped with journals, magazines, and newspapers, easy-chairs, radio and indoor games. Such rooms should be open for most of the day and students should be encouraged to use them. Teachers should have unreserved access to them so that they may mingle with their students, not as teachers, but as friends. To me a hostel without any such provision seems little better than a jail. Further, I should like to see the introduction of school-dinners at least once a term. In every boarding house a common dinning-room where the students can take their meals together is a great necessity.

Some people fear that all this may lead to a disorderly society. I should like to correct this impression. When I speak of the school as a society, I speak of it as an orderly society, and this naturally implies that there are certain rules and regulations to be obeyed by all students. But I do believe that such rules should not be many in number and that their purpose should be easily understood by the students. Regarding the nature of such rules I cannot do better than quote the weighty opinion of the Consultative Committee of the Board of Education (England): 'The only rules that seem to be necessary are those compelled by the nature of the school building and surroundings, those essential for the promotion of the health and general conveniences of the school community in order that the work of the school may best be carried on, and those that aim at serving the actual structure or reputation of the school society'. These rules should in themselves be a help and not a hinderance to a useful life, and to me it seems that they may go a long way towards teaching youth something about the value of order and discipline in civilized life.

A useful step forward may yet be taken by letting the students share in the government of the school and also in the formation of school rules. In this connexion I should like to see that a students' body (composed of senior boys only) tries all cases of irregular behaviour and gives its verdict to the headmaster who may deal

with any case on that basis. The personnel of this body should, of course, be changed at regular intervals in order to give opportunities to as many as possible. And after a certain time, school rules may also be made by such student bodies, subject, naturally, to the approval of the staff. In this way, I hope, we may provide scope for the exercise of responsibility, drive, initiative and public service, qualities which are the very life-blood of an ordered life. These experiments were enthusiastically commended to me by an American headmistress who had achieved much success and gratifying results by introducing these methods in her school. She made it an invariable rule to entrust to a group of girls 'powers of action and legislation within a defined sphere'. The use of such devices may also be profitably made in individual classrooms and games organizations. Such contrivances are used in our classrooms to some extent in the shape of monitors, but personally I think that out-of-classroom responsibility will be much more useful and in this connexion I would like to advocate the abolition of the old tradition of staff supervision of games and athletic tours and staff management of school parties and other functions. The pupils should on such occasions be completely freed from the leading-strings of the teacher, because an excessively teacher-ridden pupil cannot develop his personality to the fullest extent.

Boy Scout and Girl Guide movements also offer a vast field for pupils of gregarious tendencies. To my mind the most important of these is the boarding school where there is better ground for such training. Hostel life in schools in India is characterized by its utter simplicity and rigidity, and in colleges by the exuberance of its luxuries and liberties. The sudden change of atmosphere in colleges proves invariably very intriguing to the pupil just out of school. In school hostels the students' life is one of comparative hardship. The equipment of the buildings provides no pleasant endowment and in addition the harsh rules under which a student has to live often make him a dissatisfied rebel, eager to defy rules whenever occasion arises. To him the outside world is a pleasant

heaven from which the school authorities are keeping him away. When he emerges from this cloistered existence, he often takes a deep plunge into what he believes to be 'life' and sometimes he never rises to a correct and true sense of values. This state of affairs is most shocking. The gulf between school and college life must be narrowed. A pupil should be entrusted with responsibilities at all stages so that he may be prepared for the struggle of life to come.

The English public school House system may well be adapted to our conditions and requirements. Under this system pupils are assigned to a particular House for the whole of their school life and the House becomes a permanent group within the school. Properly devised and maintained such a House should have the psychological advantage of being a real microcosm of the larger hostel or school unit, reproducing in its student-run organization the main features of the school and hostel organization, and it has the practical advantage of extending the opportunities for students to run competitive games and activities within the school. The American Homeroom is also a useful institution.

Sometime back a speaker at an educational conference in London declared: 'Our job is to train children not to be led.' He rightly believed in the cultivation of qualities of leadership. This is true of every country in the world. The English have found a remedy in their prefect system, but recently a headmaster declared: 'We want more.' The points I have enumerated above decidedly help in such a training. While we may take advantage of the prefect system we need more substantial and all-round training. For such a training a valuable background is essential. Modern history and regional and economic geography make a noteworthy contribution. Weekly talks on current affairs, a generous supply of local and foreign newspapers and periodicals of a light nature and a society for senior students at which discussions on all manner of subjects may take place, may prove very profitable. In this manner pupils

may begin to regard service as a useful outlet for their energies, and we on our part will be sending them out into the world with a mission to do useful work.

Some may wonder whether I am not relegating the teaching staff too much to the background. The function of the staff should be one of inspiration and guidance and certainly not of control, at least outside the classroom. Student activities should be planned in co-operation with the staff, and the staff should always be at hand to avert any serious catastrophes. Minor catastrophes may be dealt with by the students themselves, if their experiences are to be real.

A long list of out-of-class activities can be drawn up, among the most important being (i) daily assembly of students and teachers before school hours, (ii) games, (iii) lectures and debates by students and staff, (iv) music parties both formal and informal, (v) short plays staged by students, (vi) picnics and visits to places of interest and importance, (vii) short school rambles and camps, (viii) school clubs and societies, (ix) hobbies such as photography and stamp collecting. Such activities need not be restricted to school or personal interests but should aim rather at enlarging the students' vision.

In some institutions schools the tutorial system, under which a certain number of students of all ages and all interests are put in charge of a member of the staff, has proved useful. The teacher has to keep in close contact with the pupils in his group and watch their all-round progress throughout their school career. While agreeing with the utility of such a system in principle, I think that a periodic change of teachers and students from one group to another would tend to expand the pupil's outlook and enrich his experience. Much that is good in this system depends on the attitude and behaviour of the teachers-in-charge. The system in the modified shape suggested may profitably be adopted in our schools.

A school society founded on the lines I have indicated above

may help to make its members regard themselves as valuable members of the community and this would help to eliminate any inferiority complex. Loyalty to the school and its members, pride in the school and its achievements and *esprit de corps* will ordinarily follow such a training and the scope of these sentiments will broaden as the students advance in years.

What I have said above is applicable to both boys' and girls' schools and perhaps with some modification to co-educational institutions of which there are now many in our country. Boys' and girls' institutions, while useful in their own way, lack the broad outlook of a co-educational institution in which, without any exaggeration of the differences of sex, man comes to know woman as a member of the same society. The question of co-education has always been controversial and intriguing but while space does not permit of me to deal with it with any degree of adequacy at present, I should like to remark that a co-educational institution, naturally created and maintained, can prove to be a source of the highest and widest social, academic, cultural and also moral training. It helps to abolish the one-sided attitude of boys' and girls' schools in which so often a member of the opposite sex remains a *mystery* to the other.

It is feared by some that social activities in a school involve high expenditure and an increase in the pupils' personal expenses and school fees. Perhaps the few public schools that exist in India and pose to indulge in 'Etonian' traditions give an exaggerated and false impression of actual facts. Such schools cannot serve as models for Indian needs. Their public-school training plays havoc with the ideals of Indian life and culture and, as a result, their students find it difficult to adjust themselves to life in its bare realities on leaving school. We want our children to be Indians and not hybrids. Unless this spirit prevails in these schools they have no claim to national recognition. It is naturally necessary that our teachers while they may have the benefit of foreign training and experience must remain at heart real Indians.

The Basic system of education with its rich programme of craft and community activities has vast potentialities of creating conditions referred to above. A school need not become technically 'Basic' to take advantage of the best in Basic education. The orientation programme as advocated by Sir G. Ramchandran of Gandhigram and as adopted by the Central and State Governments is a useful via media. The recommendations of the Ramchandran Committee on Basic Education in Public Schools appointed by the Central Government sometime back also deserve wide implementation. The National Institute for Research in Basic Education have brought out a useful publication entitled 'Basic Activities for non-Basic Schools'. It contains good material for immediate implementation for creating healthy social atmosphere in schools.

RECREATION AND EDUCATION

The title of this paper 'Recreation and Education' couples two words which ordinarily do not seem to keep company and the conservative might object to their conjunction. Education as understood or (misunderstood) by many is the monopoly of schools while recreation is an activity indulged during out-of-school hours and as such the two seem to have no relationship whatsoever. No education can possibly be recreative, while recreation is supposed to lead to no education.

And yet both recreation and education are intimate and important phases of a person's life and play a vital role in his development. If education is a preparation for complete living, it should affect all human activities—intellectual, physical and spiritual. The human being is a unity and not made up of separate compartments. All his actions are interconnected. Modern psychology believes that education should reflect in everything that a man does. It does not simply concern itself with abstruse items like reading, writing and arithmetic. Further, education does not imply tying down the child for so many hours every day to the desk and to the text-book. Education to be good and effective must be enjoyable. In other words we could say that good education must have some element of recreation. Pestalozzi, Herbert, Froeble, Montessori, Dewey, Gandhi and Tagore all are unanimous on this point. They believe in the utility of playway activities, music and dancing as potent means of educating a child and not as isolated items of mere recreation. Radio, film, gramophone and drama hitherto recognised as means of mere recreation during free hours are now recognised as better aids to teaching and learning because they seek to combine education with recreation and as such do not tire the child nor mar his interest in the lesson. Tagore's Shantiniketan experiment of giving lessons in outdoor environment and of combining academic subjects with music, dancing and fine-

arts was certainly a bold step in the same direction. Educationists are fast recognising the great value of such re-orientation of the educational process.

Froebel used to say that 'Play is the hand-maid to education'. Only a person ignorant of the A.B.C of child psychology will disagree with this dictum. This must be read with another psychological truth that every child (and every adult at that) likes to play and recreate. If one understood the two points and tried to regulate the school and out of school life of a child accordingly, a lot of frustration found in our youngmen and women could be done away with.

The problem therefore takes a double form, firstly how to combine education in the class-room with recreation and secondly how to combine leisure-time recreational activities with education. Attempts are being made in some places to achieve the former but the latter is sadly neglected with the result that extra curricular activities in schools exist only in name and an average child does not know how to pass his leisure profitably.

I have already talked about the first earlier but before I leave that topic I would like to remove a misconception that modern methods of teaching that seek to make education activity-centred and more enjoyable, make greater financial demands. This to my mind is a very erroneous idea. They no doubt put greater demands on the ingenuity, enthusiasm and resourcefulness of the teacher and as such a better type of teacher is needed. The technique of correlation is by far a harder nut to crack. The success of the new methods like the Project method, the Dalton Plan, the Montessorie method, the Basic system of education and that of the Shantiniketan method depends on the imagination and personality of the teacher. The film, the radio and the gramophone and the action-songs etc., may degenerate into mere items of cheap recreation in the hands of a timid or an unimaginative pedagogue. Adequate doses of recreation are to be mixed with adequate doses of education. To be effective, the teacher must have complete faith in this 'mixture'.

An average Indian parent feels that the education of his child stops with the last bell in the school. The school authorities are also apathetic to the adequate provision of extra-curricular recreational activities. They feel that their main duty finishes with the class-room work. Such an attitude in parents and teachers is probably due to their ignorance about the simple psychological truism that a child is learning every moment of his life. It is because of this belief that the term 'extra-curricular' activities has been replaced by the term 'co-curricular' activities. A child needs attention always and his recreational activities have to be so conducted that they also contribute towards his general education besides providing him with relaxation and recreation.

What our children do when they are not attending school, should, therefore, be a problem of interest to all parents and teachers in India because there exist only meagre facilities for healthy, educative leisure time recreational activities for our children. The result is that the children unlearn much out of school what they learn inside the school. Recreation is not derived simply from playing some outdoor or indoor games. Taking part in a debate or reading the newspaper or some light literature is equally recreational. Schools should arrange a lot of educational trips, hikes and visits to places of historical and geographical interest. Special film shows, educational broadcasts, institutions of children's clubs and libraries will go a long way in bringing about the required change in our recreational set up. There is a great dearth of suitable literature for children. It is very gratifying to see therefore, that the Government of India have launched a scheme of having adequate literature for children and neo-literates. The State governments and the various private agencies can also do a lot in this direction.

Clubs and societies are now recognised as ancillary instruments of education. They play an important part in providing for mental, moral and physical needs of child and man. These institutions derive their usefulness from the very fact of their origin in man's

natural tendency to associate with his fellows. Their constitution is the natural growth of that tendency. But I think schools are as yet far from this ideal.

We should take a serious lesson from our past failures. We as parents do not co-operate with our schools to make education and recreation more vigorous and useful. Those of us who are teachers do not try to even think of the usefulness of the various clubs and societies. The academicians think these to be out of their sphere. These institutions are breathing but only faintly amongst us. There is a great need for revitalising them and adding to their number and usefulness. We have to recognise that they provide scope for an all round training in social quality, group work, holding of responsibilities and in team work and these are certainly important components of education. Besides, they afford a refreshment which seeks to supplement the dull and dry lessons of the classroom.

Special mention must be made of drama which brings authors, poets and characters to life which otherwise remain only printed words. King Lear acted, is more effective than King Lear read. The participants—actors, prompters, directors, stage managers—all learn useful lessons which may make them better men and women. The audience too benefits by watching words in the book being translated into life. They all learn through recreation and thus learn not to forget. This is the best use of leisure which educationists emphasise. A right use of leisure is as useful as learning about history, geography and economics.

In India today there has been launched a vigorous drive towards social or adult education. The adult is persuaded to be educated during his off periods which are primarily meant for recreation. Recreation to an average village adult is confined to smoking and gossiping in the village *Chaupal*. It is unproductive recreation. The Social Education movement seeks to provide him with educational recreation in the shape of film shows, discussion

of news, literacy campaigns, radio programmes etc. He enjoys himself as well as learns useful things about life. He learns how to lead a better life. And surely all human progress is consistent with a better standard of living.

LEISURE-TIME ACTIVITIES OF SCHOOL CHILDREN

In 1946 Mary Steward carried on an investigation into the leisure-time activities of school children in Ilford, England. The report when published revealed some very interesting situations. Some useful suggestions for parents and teachers were also put forth. A similar survey was carried on in England by the Central Advisory Council for Education and their report was published some time back under the caption "Out of School".

The problem of leisure-time activities of our school children is even more serious because there is little or no provision or guidance available in this regard. I started a similar investigation some years back and the same is as yet not complete by any means. There is little encouragement for such work in our country. The little that I have been able to do is largely due to generous help received from friends. The project has been undertaken in a purely private capacity.

The process I followed was that as a first step an elaborate questionnaire covering nearly all the phases of leisure-time activities of children both boys and girls belonging to the age-group 13 to 15 (9th and 10th classes) was prepared; and 800 students (500 boys and 300 girls) in the schools of Delhi and Punjab were asked to answer it. Only urban schools were covered. It is my intention to examine about 2,000 students more, because I feel that to be reliable, conclusions must be based on extensive data. I also interviewed 135 students (75 boys and 60 girls) and this proved very helpful in clarifying many points raised in the questionnaire. Besides, I also met 53 teachers, 14 headmasters and headmistress and 22 parents. I am obliged to some of them for many valuable suggestions. A few however, did not relish my asking many intimate questions and gave me the impression that they pay no attention or importance at all to what their children and wards do

during out-of-school hours. Such an attitude in parents and teachers, may, I am afraid, prove very ruinous and must be checked. Education is a whole-time process and not limited to the few hours spent in the schools. Unless education is carried beyond the school walls, the education of our children is going to remain incomplete. It is during this plastic period that foundations of future character and habits are laid and strengthened.

My first results, I feel, are quite revealing in a way and I present them to teachers and parents like myself, in a spirit of construction and I am sure lots of useful comments will be forthcoming. Let them show some light for my future progress in the project.

1. For 85 per cent children occasional attendance at school games, debates, etc., provides the only possible means of relaxation. Most of the young people complained that schools provide facilities only for members of the 1st elevens, etc. For others it is only an item in the school time-table for which special fees are charged.

2. Most of the girls have to help their mothers at home and they do not even get sufficient time for doing their home task, what to say of indulging in some recreational activity. A large number of girls complained that their parents were apathetic even towards their studies and thought all the expenses on their studies was a waste.

3. Boys usually make groups and just idle away their evenings and holidays in discussing all sorts of idle topics from the lives of the film stars to that of their teachers. Some pass their time in playing in the lanes.

4. Cinema ranks quite high in the life of children, mostly boys, specially in bigger cities like Delhi, Simla, Jullundur. Because of lack of funds, resort is often taken to even selling of books to second-hand bookshops. To cover up children have to speak lies to their parents who have to get new supplies of books to replace the allegedly 'lost' ones.

In bigger cities there is also a tendency to visit tea shops in groups. Funds are also needed for this and they too are frequently had in the same manner.

This indicates a danger signal and has to be checked by utilising the energies of children into fruitful channels.

5. Only 8 per cent of the children examined were fond of reading newspapers, magazines or general books. The habit is more frequent amongst girls. It is, however, a regrettable factor that the most popular literature comprises of cheap story magazines like *Maya*, *Manohar Kahaniya* and film magazines and cheap romantic novels. This shows a sad lack of suitable literature for this age-group. A survey of child interests and needs must be taken prior to suggesting lines for writing, printing and publishing of suitable juvenile literature.

6. Listening to the radio can be a very useful and educative pastime for high-school children. Only 3 per cent of the children questioned had radio sets at home. Another 2.5 per cent had facilities for listening in to popular programmes at the neighbours'. Some schools specially in Delhi have arrangements for listening in to educational broadcasts for about 40 minutes on every working day.

The items that interest the young listeners most are : (1) stories with songs, (2) plays, (3) film songs and (4) games commentaries. Lectures and news are usually avoided. A young girl had studied the programmes from the various stations so thoroughly that she could get film music at all hours of the day. With the (partial) banning of the film music on the Indian stations, Radio Pakistan and Radio Ceylon which have quite elaborate programmes of film music, have become hot favourites.

It is regretted that the children's and school programmes broadcast from A.I.R. leave much to be desired. A regular survey of child needs and interests has to be made and catered for, gradually raising the standards and aesthetic tastes of children to a required level.

7. The size and the constitution of the individual family plays an important part in the lives of children. Those with balanced number of brothers and sisters are usually fond of indoor life, and carom, cards, badminton figure prominently in their list. Boys with no brothers or sisters, or those with only sisters or those with only brothers and sisters much older or younger to them treat their homes only as eating and sleeping places. They usually pass most of their time with neighbouring families having children of their ages.

8. Attraction to the opposite sex is almost negligible. Boys do not very much like to mix with girls and the latter pay no attention to the former.

The preliminary results of the enquiry are alarming enough. There is a great need for recreational activities for young people. The institution of Childrens' Clubs with facilities for games (both outdoor and indoor) and gardening, etc. and general healthy reading will go a long way, I feel, in doing away with the chaos. I feel that there is a dearth of suitable literature for children of all age-groups. Schools should arrange lots of excursions, hikes and visits to places of educational interest. Saturday and Sunday free film shows sponsored jointly by schools could also be arranged. Listening in to educational and other selected broadcast items in Children's Club and in schools could also be arranged.

The enquiry is to be continued and more children are going to be examined and interviewed. I also intend preparing a questionnaire for teachers and parents. Some more persons from this group may also be interviewed.

It is very necessary that more and more of such projects are started in the various areas by people interested in the welfare of children. Later on results could be co-ordinated on an all-India basis and suitable lines of action approved and recommended. The Union and State Ministries of Education could help by granting financial aid to such useful projects. The newly started Council for Education and Research may act as the co-ordinating body.

RESPECT FOR THE TEACHER

If education is an object of any national importance, then certainly teachers who are the imparters of education, should be held high in public estimation. No civilised society can afford to ignore education and teachers, except to the detriment of progress. The very fact that teachers in this country have, time and again to fight for their rights shows that either we do not believe in the national utility of education, or that our standards of respect are based on some erroneous principles. The second alternative seems nearer the truth because in actual life, we perhaps because of a long spell of slavery, respect either money or power to harm. Goodness, honesty, sincerity and the like are very often ridiculed as signs of cowardice and executive impotence. With a spread in liberal education, however, the shape of things should surely change. But this is a slow process, and things must change rapidly. To expect much from the public at this stage, may virtually amount to suicide. The main responsibility to act, therefore, lies with the teachers themselves and to some extent on the educational authorities also.

The authorities can help by fixing decent grades for teachers at par with, if not higher than, other services. Much has already been done by many state Governments in this direction and things are certainly not so bad now; but surely the ideal is yet far away. This step will not only help in raising the status of the profession but will also attract men of better qualifications and ability into its folds. Better methods of recruitment and training may also be evolved.

Affairs in the private and aided institutions need drastic improvement. Most of these organisations are run on sheer commercial (and most unacademic) lines. It is here that the profession has been brought down to miserable depths of ignomy and disrepute. A thorough enquiry into the doings of such institutions

is urgently needed. Perhaps a commission of enquiry may be able to make some very revealing observations as well as some wholesome suggestions.

But the teacher will have to fight his battles himself. He has to raise his efficiency as well as his sense of self-respect. He has to show to his countrymen that he is doing some very useful work of national importance. No body else is going to do this convincing on his behalf. We have to raise ourselves to such a high level of self-sacrifice, efficiency and national service that the people may have to tilt their heads upwards even to look at us.

We have to break through the erroneous, though universal, belief that respect and dignity and status go with money or executive authority. We have to put before us the living examples of Harold Laski and Einstein before whom even presidents and prime ministers had to bow in reverence. Can anybody in India forget the example of the gurus of old, to get an audience with whom was a unique honour even for the formidable rulers of those times ? But certainly we have to work hard and even undergo financial sacrifice to raise our status. We have to refuse all cheap tuitions, tear up all help-books and notes, and smash up all ugly traditions hitherto attached to the teaching profession.

But for all this we have to organise on an all-India basis. When even Chaprasis and Postmen can organise themselves, why should it not be possible for the teachers to do likewise ? I would not want this organisation to take up a defiant, violent attitude towards the government, because I feel sure we are getting all help and encouragement from that quarter and because I am sure much more is planned to be done towards ameliorating our condition, specially now that some of our national leaders like the late Maulana Azad have been incharge of educational affairs; and secondly because we, as teachers, have to be a very balanced and disciplined body and have to set an example of cool orderliness to the rest of the country.

I would like this organisation to draw up a code of behaviour for its members. Provincial and District committees of action will have to be set up to enforce the rules. Representation will have to be sought on all educational bodies and school committees, and I am sure if we do some honest, useful work, the government will certainly consult the organisation on all important matters pertaining to education. I wonder why our organization could not be similar to the All-India newspaper, industrial and commercial organizations, whose voice carries some weight with the respective state Departments.

It will be for the working committee of this Teacher's Organisation to explore lines of action, but I feel the following matters deserve immediate attention. And certainly even we as teachers can do much by ourselves in this line, without waiting for the formation of any All-India Organization.

1. *Tutions*: I am not against tutions as such, but I am definitely against the way some teachers make themselves cheap by accepting low rates, by having group-tutions and by going to the houses of their students. Some teachers accept a lump-sum as contract money for seeing certain students through certain examinations. I quite realise that we need some extra money to supplement our meagre salaries, but certainly we should not cheapen ourselves like this in the eyes of the public and our own students. This desire for extra income has taken the shape of greed in some cases and they are so much after private tutions that they even neglect their school work. A teacher should be very conscious of his duty, as only a conscientious and dutiful teacher is deserving of respect. Besides, the teacher will get more leisure for private study and social life.

In this connection, I would like to fix respectable rates of fee, number and duration of tutions per teacher and rules prohibiting teachers to go to the houses of students and to accept tutions at a time when the examinations are very near. Any

breach of these rules is to be taken as professional misconduct, liable for punishment and professional boycott.

2. *Publication Work* :—Teachers all over the world write books. It should, in fact, be a teacher's main hobby. But I do want to put a full stop to the shameful state of affairs existing in this country. Publishers, and not teachers, flourish in this trade. Miserable fees are paid to poor teachers and that too after the teachers has visited the publisher's shop like a beggar at least half a dozen times. Some highly qualified and highly placed people sell their names in return for good sums. In short the publishers have created the general impression that anybody in the teaching profession can be bought and certainly the people in the profession have up till now done nothing to belie this impression. I even know cases where fantastic terms like (1) getting the books recommended and (2) pushing the sales of the books, are accepted by teachers and they suffer a lot of ignomy on this account. This publisher-teacher relationship is to be put on a respectable footing. A list of approved publishers is to be kept and standard rates of 'royalty' and copyright fixed and adhered to by all. Any complaints are to be reported to the local branch of the All-India Teachers' Organization that will take proper steps in this direction, which may include even the boycott of the publishers concerned. The best thing will be to establish teachers' co-operative societies for all publishing work so that the teachers may get the maximum benefit for their labours. As such, I believe, the general get-up and the standard of the books will also improve. I commend to the profession the very useful work being done by the Teachers' Co-operative Journals and Publications Ltd., Lucknow. It is a teachers' concern, run and managed by teachers. They publish journals and books for schools and teachers. Recently they have started their own press. Such organizations should be started in all the states

The market today is flooded with help-books, guides and short notes. The result is that a vast majority of our students pay

no attention to class-work or to the instruction by their teacher, because they know that a month before the examination they would purchase cheap guides and notes in every subject and learn some important questions by heart and thus get a clear pass. But is this education? The teachers who write such cheap literature are the greatest enemies of the profession. It is creating the impression that a twelve-anna note can easily replace a teacher. With such public opinion it is idle to expect any respect for the profession! I would like to see a bonfire of such cheap literature in every city, nay, in every school. The superiority of the teacher must be established. I would even want official rules to be laid down, prohibiting writing and publishing of help-books by recognised teachers and approved publishers.

3. *Better Teaching Work* :—After all that is said and done, the fact remains that a good, conscientious teacher will always evoke respect. It is a fact that the average teacher does not care to use any method that he has learnt in the training College. His teaching remains the same as before and training as such serves only as a passport to employment or confirmation, as the case may be. No experiments in method are made, no researches effected. The teaching technique remains at a stand-still in this country, while foreigners move forward at a tremendous rate. A good teacher should not only try to teach in the best way possible, but should also try to evolve still better methods. Education is a progressive science and as such a teacher is always a learner and an 'explorer'. Research work is to be given official recognition and professional encouragement, if at all such good work is to continue. Refreshers' courses organised by the Teachers' organisations or by the Government will go a long way in keeping up the torch of knowledge burning.

A good teacher will try to remain abreast of the latest information about his respective school subjects. It is, therefore, only right that the latest publications and journals are constantly consulted by teachers. School libraries should contain a special sec-

tion for teachers' use. It will also be useful if Teachers' organisations also maintained good educational libraries at as many centres as possible; because to expect much from the respective schools will be too great a drain, in view of their limited finance, a vast portion of which is naturally to be spent on books for students.

4. Greater contact with the public, specially with the educated starata, will go a long way in doing away with the unpleasant state of affairs. Teachers as a rule keep aloof, which attitude, I believe, emanates from a sort of inferiority complex which is only natural under the present circumstances. We have to break away from such complexes and make our presence felt. Useful social work could be done by promoting adult education centres, community centres, greater participation in local, cultural and social activities and reform leagues, etc. Teachers should press for adequate representation on local bodies and other advisory committees of their areas.

Such then are the lines on which, I believe, much reform work could be done. The teacher has already suffered much indignity. Swift action is now overdue. Dissatisfied, suppressed teachers cannot produce healthy citizens and India needs healthy citizens. For her own good, India must learn to respect her teachers. The teacher does not want this respect as charity but as a natural sequence of his noble work.

PARENTAL CO-OPERATION AND EDUCATIONAL EFFORT

Teachers are feeling gratified to see the growing interest of the Indian public and particularly of its literate sections, in the schools their children attend to receive 'education'. At present parental interest, however, finds expression more in criticism than in efforts towards co-operation.

Nor, indeed, is this sentiment very selfless or sincere, for, in many cases, it only comes into evidence on such occasions as annual admissions and promotions. And it is, therefore, not infrequently prompted by dissatisfaction and a lack of understanding.

But howsoever unnatural and undesirable a shape this awakening interest may have assumed, it should certainly not be suppressed. On the contrary, we should try to direct it into more useful channels and enable it to outgrow all the attendant evils. Parents must be made to realise that their co-operation in the education of their children is as important as the role of teachers and schools.

At present in India there is generally a wide rift between a boy's life at school and his life at home. For the most part parents may insist on their children performing their allotted home lessons, but to the ideals and sentiments which teachers and institutions seek to inspire in their pupils, parents are often indifferent or even antagonistic.

For example lack of punctuality is one of the greatest faults of many school boys. I have observed during my stay abroad that parents are one with school teachers in trying to encourage their children to arrive in good time at school, and to return punctually for meals etc. But here children arrive late at school very frequently and this is often due to the fact that they are allowed to delay over their meals and then to search for their school books etc., which they should have arranged overnight.

Boys are naturally attached to their parents and their homes and when they see this parental apathy towards all that their school

should represent apart from acquiring knowledge and passing examination, they are at first a little perplexed and then gradually they acquire a similar indifference. And much of the benefit they can derive from their association with their teachers, is lost. A school in most cases is regarded merely as a place which they must visit for so many hours every day in order to learn to read and write and to be able later on to earn a livelihood. And sometimes even this slight connection with school is grudged.

And yet if parents could only realise the great help which the growth and spread of education in its fullest implications can give to our country in helping her to solve many of her peculiar problems and to further all that is best in our dawning spirit of patriotism, they would try to keep themselves in close touch with all forms of school activities, and they and their children would no longer be averse to making their homes good nurseries instead of burial-grounds (as they are at present) for the noble sentiments inspired within the precincts of the classroom and the spirit of humanity and brotherhood cultivated in the school playgrounds.

In England I have noticed that parents gladly attend all school functions and are only too willing to show their appreciation for all that the school staff are trying to do for their children. And all possible co-operation and help is given to the teachers to encourage them in the performance of their sacred duty. Teachers are given all respect they deserve as the architects of society.

It is greatly to be regretted that this evidence of goodwill is so conspicuous among Indian parents by its absence. True, there are enormous difficulties in the way, difficulties peculiar to a country inhabited by a people divided into innumerable castes and creeds and consequently forming a constant battlefield for all sorts of differences, communal, religious, sectarian or personal. But it is not deeply to be regretted that when parents might come to the playing fields and see their children, who though belonging to different castes and different creeds, can throw differences aside and combine their strength to win honour for their team and for the

institution they represent, they learn no lesson from this as to how easy and natural this companionship can be.

I may not be very wrong when I say that the cause of some indiscipline amongst the student community is also due to the parent's attitude towards teachers and institutions. An ordinary parent regards a teacher as a lowpaid person deserving of only scant respect and occupying no position in society. Professor Hamayun Kabir was very right when he recently said that this indiscipline can only go when parents and others start respecting the teacher not only individually but also on public occasions.

Yet there is no dearth of educated and enlightened parents in any Indian community. And it should not be difficult for these wise heads to teach the people both by precept and example that school education and school discipline are things as sacred as a temple or a mosque and should not be polluted by differences of caste or creed. Boys and girls must be educated and it is desirable that they should be educated in the best possible way. The people's duty is to encourage such schools as are doing their best for their students and to exert a moral and healthy influence to pull up such as appear to be lagging behind. They should also give financial aid to improve the educational utility of such schools as are suffering from want of funds and facilities.

This sort of co-operative interest free from communal or personal bias, will not only exercise a noble influence on boys and teachers, but will also go a long way towards educating the public mind and ennobling public sentiment.

As regards the parent's personal attitude towards their children I am tempted to quote the following:—

“You may give them your love, but not your thoughts, for they have their own thoughts!

“You may house their bodies, but not their souls, for their souls dwell in the house of tomorrow!

“You may strive to be like them but seek not to make them like you for life goes not backward nor tarries with yesterday!”

NOTHING WRONG WITH OUR YOUTH

It has always amazed me to see that nearly anybody and everybody feels competent to express an opinion on matters purely educational. Popular criticism becomes extra loud when it relates to education. At the moment everybody seems to be unduly agitated over the so-called indiscipline among the students. Criticism and suggestions are being doled out in quite a generous measure everyday. The consensus of the opinions expressed seems to be that the present generation of students and teachers are a condemnable lot and the earlier they are brought to their senses the better. Some very generously suggest an increase in the teacher's salary to take him out of this 'frustration which also reflects on the students'. Some suggest that students be severely dealt with. An average parent blames the teachers for all the ills in his wards. He conveniently forgets the simple fact that a student attends school or college only for about 5 short hours out of 24. It is a matter of simple arithmetic to find out who is more likely to influence him, the parent and society or the teacher.

I donot want to blame any body. A human being is inherently good. It is only sometimes that he may go off the track. I consider the present state of affairs as natural and attribute it to the transition stage the present generation of Indians is passing through. There is nothing psychologically or pathologically wrong with our youth. Things if calmly handled with wisdom and generosity will become quite normal in due course. There is absolutely no cause for alarm !

My first reaction is that things do not improve by simply repeatedly proclaiming that they are bad. If I were a student I would not relish being labelled as indisciplined in season and out of season. It may only help me in wearing a complex permanently. I would therefore suggest to all well-wishers of students to stop making mention of this so-called 'menace' during their convocation

addresses and public utterances. Leave the students alone for some time ; ignore their short-comings; let them learn through the process of trial and error. I have an abiding faith in the inherent goodness of our young men and women.

Nevertheless what we can quietly do for the young people is of extreme importance, although my line of thought and action will be somewhat different. I am not much concerned with the classroom discipline which, I am sure, is normal everywhere. The fireworks start only when we come to out-of-class and out-of-school problems. This makes one thing quite clear that there is something vitally wrong with the leisure-time pursuits of our students. Having nothing useful or healthy to do they usually drift into unwholesome channels.

In an average institution in India amenities for recreation and social life of a student are very meagre. Attention is largely paid only to the first elevens or to star debators, while the remaining bulk of students feel quite ignored and idle. An idle mind is a devil's workshop. So many workshops in a single institution will naturally produce 'alarming goods'.

There is a general tendency on the part of authorities to allow only truncated freedom to students in the management of their own affairs. Too much of policing usually results in provocation. The whole might of the British Imperialism could not hold the tide of freedom for long. It is the unimaginative educational authority who would want to curb the rising tide of democracy in the students by means of rules and regulations or even by means of harsh methods. Youth can only be tamed by love and never by police batons. Democracy best starts at home !

It is also equally true that no school or college can provide leisure time amenities for all the students at all hours. Herein comes the responsibility of society. Youth clubs, libraries, etc. are badly needed in every city and town of India. Guided week-end and vacation tours should be increasingly organised without much expense to the average parent. The Delhi State has taken a lead

by sponsoring such tours for school boys and girls. I am sure other States which have far wider resources will follow suit. The whole idea is that a student should be kept so absorbed in healthy study and recreation in school and out of school that time may not hang heavy on him.

I have always believed in the great utility of college unions and other societies as a training ground for future citizens and leaders. Their training should be as wide and extensive as possible within generous limits. I would not even mind their going a bit wrong to know the worth of what is right. I would not even mind senior students taking some part in politics, for after all they have to dabble in it in fuller measures later on. It will, however, depend on the wisdom of the so-called politicians of our country how best to use them without injuring their intrinsic worth. Every politician, to whatever party he may belong, is after all also an Indian and a parent; and as such it is his bounden duty to preserve the flower of his country. It will be strange ethics to totally forbid students from taking part in politics in 1962, when only less than a couple of decades earlier they were being exhorted to leave their classes and join forces against the foreign rule.

Most of the alarming incidents that take place in some parts of the country are, I feel, mainly due to a clash in ideologies. The educationist believes in giving more and more freedom and responsibility to the students while the hard-boiled administrator believes in just the reverse. Things are smooth where persons in charge of education and educational institutions combine in themselves both the educationist and the administrator. It is therefore very essential that extra care is taken while appointing people to places of educational responsibility. The main difficulty arises when appointments are made by the majority vote or on party basis.

Things in most of our privately managed institutions are not always healthy as judged by educational standards. The people who matter are experts in any thing but education. Here they find

an easy field for intrigue and self-aggrandisement. Teachers are rewarded only for 'private services' and consequently the interest of the students recedes to the background. Anybody who can donate a few thousands to an educational institution turns an *educationist* overnight and unduly interferes in the teacher-pupil relationship. His munificence is laudable but his interference deplorable. It is high time that educational authorities in every State probed deeper into this malaise and diagnosed its etiology. The teacher's right to academic freedom should be universally respected if he is expected to do any good for the younger generations.

I do not want to sound partial to my colleagues in the teaching profession and must readily admit that we also must share some blame. I must admit that I had greater respect for my teachers twenty five years back than what my students have for me today and I certainly do not blame only my students. I am sure my feelings are shared by most of my colleagues in the country. My teachers were poorer and more shabbily dressed and even then we respected them and were hesitant to do anything undesirable in their presence. What stimulated us to respect them and maintain discipline? Only one thing, I believe; they did their duty towards us enthusiastically and our welfare was their main concern. For most of us, on the other hand, the students' welfare is only of secondary importance. We do not very much care whether they understand what we tell them. We do not bother whether they fail or pass, because it will not bring any material gains to us. We are living in expensive times and need extra money to make both ends meet. Under the present conditions it is only possible to get this extra money if one is in the good books of the people who matter. Nothing comes to anybody as a matter of right. Things come usually as a favour. As a result teachers have to waste much of their time in trying to earn such favours and thus their main work suffers. Students never respect a bad or an indifferent teacher. The situation can only be remedied if opportunities for extra income and promotion etc. come to

everybody by turn and in due course. If teachers are sure that things will come to them of their own accord they will not waste their time in such unproductive pursuits and they will devote more time to their teaching work. A good sympathetic teacher will always command respect. And as soon as the number of such good teachers will increase, the so-called indiscipline in schools and colleges will be a thing of the past.

The greatest menace to the teaching fraternity is the teacher who has turned a politician and a king-maker. A king-maker is more powerful than the king because he commands the vote. The entire construction moves around him. Such people are found in all educational institutions, specially in those of higher learning. Teaching for such people is not the main job. They believe in creating parties as we have in the legislature. Nothing is decided on academic merit but on the brute force of the majority vote. To collect votes is not an easy job. You have to have all the qualities of a successful diplomat. To some, they dole out favours; to others they dole out threats. They issue regular whips. This might be good politics, but it is certainly not good education. In such nauseating atmosphere, it is only natural to have frustration and indiscipline. I can never forget what the neglected, frustrated son of an overbusy public man once wrote to his father in disgust: "I have never known you as a father, but only as the person who sends me the monthly cheque."

Proper counsel and guidance may also go a long way in reducing frustration in our students which I feel does contribute towards their going off the rails. Personal, educational and vocational guidance is, in my opinion, the greatest need of adolescence and unfortunately no adequate arrangements as yet exist for guidance in any of these spheres, with the result that the number of misfits and of the educated unemployed and maladjusted personalities is usually quite large. Not all need psychological therapists, but most of them need sympathetic advisers with common sense and with love for the welfare of the youth.

OPEN AIR SCHOOL SESSIONS

The idea of sending out school children for Open Air Sessions may sound rather strange to some people but a visit to one such project will convince one of its great educational, cultural and social utility.

In the United Kingdom most of the Training Colleges, start their sessions with a similar project called 'Introductory Courses' lasting between two to three weeks. The main object behind such courses there is to introduce their trainees to a more informal method of approach to studies and to bring out by means of local environmental studies the significance of home and other environmental background. The details of the courses differ from college to college but the main purpose remains the same. The students are taken out to the various localities where opportunities are provided for them to explore the local environment and to discuss the various points raised therein. There, of course, the emphasis is more on education.

In our schools, however, something more elementary is advocated on the pattern of the work initiated by Dr. K. L. Shrimali at Vidya Bhawan, Udaipur, where Open Air Sessions have become a regular feature of the school programme.

There the project is undertaken by the High School pupils for a fortnight every year at some nearby place of interest. For that duration books and other routine class-room apparatus are left behind and the students make an intensive and integrated study of the social, economic, cultural and historical life and environment of the locality selected for the purpose. I have seen this project at work and I feel the idea is laudable both educationally and psychologically. Besides it promotes qualities of team spirit, self-help and leadership in the students through community living and academic freedom.

The Open Air Session, as I visualise it, may continue for about a fortnight at a time when the wheather is in harmony with nature. In the Punjab early November or late Feburary may be the best periods for the purpose. To start with we may include only the students of the higher classes i.e. class VIII, IX, X and XI.

The place selected for the purpose should not be very far away from the school locality but it should be sufficiently isolated so that the students may have a free natural atmosphere to work and live in. For instance for the students of Patiala the Fort at Bahadurgarh may be an ideal site; or for the students of Chandigarh the locality known as Chandi Mandir may serve the purpose beautifully.

At the very out-set it should be clearly understood that the Open Air Session is not to be confused with long excursions and picnics. Although there naturally will be some element of recreation and holidaying, the idea is to put children in an atmosphere of free activity and individual learning according to the pupil's own tastes, aptitudes and psychological potentialities. I should call it a method of teaching or a definite teaching procedure.

The entire student population participating in the Session is for once taken out of their usual age or achievement groups. The class and the space barriers that are so artificially erected in the schools are for once abolished. A number of study and survey groups based on available local material for instance the historical monuments, the conditions of the skilled labour and any other traditional notes, local literature, the physical features of the locality and economic life of the place may form some of the subjects of the study and survey. Students may join any of these groups (called Sheranies in Udaipur) according to their disposition and aptitudes.

Every group may be put incharge of a teacher to devise its survey and study with the active participation and cooperation of the members of the group.

The first step for every group may be to plan their work after finding out the proper back-ground. Let me illustrate my point by taking, say the group studying the life of local 'Jullahas' as their topic. This group may first form a questionnaire with a view to collect facts and data with regard to the local weaving industry, living and working conditions of the labourers etc. They may also collect information about their living conditions. This social survey may necessitate direct observations by the pupils and also interviewing the representations of the aforesaid profession. Every student has to express his findings in his own language. They may express the data collected in the form of essays, models, charts, diagrams and even, if possible, in the shape of music and dancing. The important point is not only the collection of the material but it is the interpretation of the material that really matters.

Some people may feel that the work of the various groups may remain narrowly specialized to their own field of activity. To obviate the evils of such a possible specialisation (although I believe that every child must specialize in some-thing), there may be some common programme such as talks by members of the various groups out-lining their work so that every study group may know briefly about the work being done by the other groups. To ensure accuracy of detail some talks may also be given by experts.

If this project is continued from year to year the various groups may make a comparative study of the living conditions etc. found in different places and in different circumstances and environment. They may also express this comparison in the shape of essays, charts and models etc. Opportunities may also be provided for a comparison of the local conditions with conditions obtained in the other parts of the country and the world.

Besides this rather academic work students may also be encouraged to organise games, social surveys, Safai Squads,

Sharmdan events and recreational programme according to the available native talent and local needs.

It is, imperative, however, that such Open Air Sessions should not mean an undue financial burden on the parents. The expenses could be equally shared by the school, local philanthropy and the State and Central Governments.

I feel that such Sessions should replace the present school excursions and picnics because of their greater educational and cultural value.

It is also imperative that the number of students participating in such a Session should be controllable and the various groups carrying out their stipulated tasks should not comprise more than twenty members.

To encourage such projects at least in the beginning, it is very essential that due weightage is given to individual performance while considering the question of annual promotion. It should not be considered only as an 'extra-co-curricular activity' but it should be taken as a very important part of the ordinary syllabus. The performance of the individuals during the session should be objectively and judiciously evaluated and a proper record kept which may be taken into serious consideration while promoting or detaining the students. I would go even further and say that the individual achievement during these Sessions should be given at least 20 percent weightage at the time of annual promotions.

The staff of the school have a great responsibility in such projects. They have to put themselves discreetly in the back-ground but they must not keep themselves away and aloof. All inspiration, guidance and educational help must come from them.

I would appeal to the larger institutions in the State to try this new idea and thus set an example for the smaller institutions to follow. I am sure the Education Department and the Punjab University will also recognise the great educational potentialities of such a venture and evolve a scheme of financial aid to such projects as a part of their regular developmental schemes.

THE PROBLEM OF WASTAGE IN EDUCATION

One of the greatest problems that faces us in the field of education is the problem of wastage in our schools, colleges and in the training institutions. This is manifest by the large number of failures at each stage of education and also by the number of desertions by people trained in certain professions. The Planning Commission have pointed out this great problem to the Government of India as they feel that unless this wastage of human effort, money and time is eliminated all our dreams about an educational utopia in our country will remain unfulfilled.

* In 1952-53 the wastage in Teachers' Training institutions of the country, for example, was about 40%. This question was given some thought at a special conference of Principals of Teachers Training institutions held at Bangalore under the aegis of the Ministry of Education.

Taken as a whole I feel that this colossal waste is mainly due to the fact that most of our schools and colleges provide only a uniform system of academic education and do not take into consideration the individual tastes and aptitudes nor even individual potentialities and intelligence. Secondly I should say the absence of any guidance in education either vocational or educational is also responsible for this waste. It is therefore very heartening to see that people both at the centre and in the states have started paying some attention to this problem. The planned introduction of diversified courses at the secondary stage and formation of guidance units are surely steps in the right direction. It is, however, very strange that in our state not much attention has hitherto been paid to any of these problems. It is very strange to see that that the University took more than 5 or 6 years to even plan having the Higher Secondary scheme and the diversified courses at the school stage. It is also very strange that

while in states like U.P. and Bombay some guidance clinics have been working for the last two decades, no such steps have so far been taken here. The problem is so colossal and yet so urgent that unless immediate steps are taken we should not expect any improvement in our educational standards. I would suggest the immediate appointment of a small committee of experts to go into the problem of educational wastage in the State and suggest collective steps. In the present article, however, it is my intention to invite attention of the appropriate authorities to some of the more important wastage items confronting us.

Taken as a whole I analyse the problem like this that students at all levels have to follow uniform courses and sit for uniform examinations at stipulated periods. This ignores the theory of individual differences with the result that both the bright students and the backward students suffers. The number of failures are naturally high. Secondly students who pass the Matriculation examination can do nothing else but join the university and thus postpone the 'evil day'. Bright boys and slow-learning students are all huddled together. Nobody seems to be doing and thing out of his own interest but only under duress. After graduation and even after passing the M.A./M Sc. examination a large number of students are not sure about their aim in life. They apply for everything and anything available irrespective of their individual tastes and inclinations. The main point that seems to decide this action is the salary attached to a job not their suitability or otherwise for it. For instance, every student who passes the Matriculation wishes to become an engineer and tries his level best to take up a non-medical or pre-engineering course in the college irrespective of his achievement in this branch of learning. Now it is very easy to take up a course but it is not so easy to do full justice to it with the result that the number of failures at this stage is colossal. The greatest wastage, however is in the Teachers' training institutions which is only a nine month course and with which one is easily inclined to gamble. Conditions in

medical colleges and engineering colleges, where training is spread over a period of four or five years, is not so great. It is very rarely that we hear of a trained doctor leaving the medical profession and becoming a tahsildar or an excise inspector. But this is a common occurrence in the teaching profession. I would, therefore confine my present remarks to only 3 stages *i. e.* (1) Schools (2) colleges and university and (3) teachers training institutions.

(1) *Schools.* The school stage is usually divided into the following sub stages (a) Nursery stage, (b) Primary or junior basic stage, (c) Middle or senior Basic stage and (d) Secondary or Post Basic stage.

The nursery and the primary stages involve the formative years of a child's life where much attention is usually not paid to the academic or intellectual side but an attempt is made to give the child some grounding in basic skills or in the proper use of his limbs and in the development of the power of speech etc. There is no question of any diversification at this stage, but even then I feel strictly uniform standards of learning and achievement must be avoided. Teachers and parents must acknowledge the psychological fact that every child is good for some thing, and that it may be different with different persons. They must also not forget that the aim of education is to provide an learning atmosphere. Our endeavour at this stage should be to treat education as a chase and not as a race wherein one only tries to find out the first, second or the third in order of merit. We have to find out the relevant merit in the child and if we succeed in that there is no question of failure at the primary stage. I, however do not agree with the policy of some educational authorities who have issued orders that everybody should be promoted in the primary classes automatically. On the other hand, I would want a child to be promoted to the next standard not at a uniformly fixed time, but when he is thought fit for this purpose. This may mean that evaluation at the primary stage will have to be done individually and not collectively. Cases may happen when a child

might finish the relevant portion of the prescribed syllabus in six months while another might take eight months to achieve this standard and certainly there is nothing educationally or psychologically wrong in this and nobody need be condemned for taking longer.

At the Middle school stage some specialisation and some diversification according to individual interest groups, must be introduced. If the foundation laid at the primary stage has been sound, the child would surely be ready to do something according to his own liking. In Basic schools, for instance, crafts and other activities to be followed by students, should also be chosen according to child interest and child ability and not only according to the facilities present in the school and in the neighbourhood. A good Basic school will provide a variety of activities out of which a selection could be made. The same thing can be developed in other items of the syllabus also. But care has to be taken that the diversification is introduced only in a very subtle manner and in small doses because the educational foundation of the child is still being made.

The main problem confronts us at the secondary stage. I am not of the view that every-body who passes the 8th class must automatically join the 9th class. I would like to have some sort of screening at this stage. Only those with better achievement and higher standards of intelligence should be allowed to join the 9th class while others may be drafted to Junior Technical Schools where they may get some vocational training, alongwith some general education and thus pave a way for joining some profession. The necessity of some proper guidance at this stage is very urgent. Guidance will be required not only for people joining the higher secondary schools but also for those joining some profession. I am quite sure that atleast 40 to 45 % of the students coming to the 9th class of our high schools should not have been there and should have joined some professional course instead. This will not only bring about less overcrowding in our schools

but will also minimise the number of failures at the Matriculation examination.

For about 75 to 80 % of children joining the higher secondary schools there need not be any college or university education. It is therefore, essential that the education at this stage is made complete in itself so that a child may find himself fully equipped for life and for a profession, when he leaves school. The introduction of diversified courses at the higher secondary stage is meant to meet this psychological demand. In a higher secondary multi-purpose school, however, it is necessary that a large number of courses be offered from which a student may select one according to his taste, interest and aptitude. It is also essential that the training given at this stage should be sufficient to form a foundation for vocational and professional training of a high order. Besides we should also provide some general education for these as they will be joining life straight away. This is the idea behind the core subjects.

It may be easy to provide a number of courses but it is very difficult to guide students and to persuade parents to select some particular course. Without proper vocational and educational guidance available at school level, it will be idle to introduce diversified courses. Failures and desertions would be minimised if children are engaged in things of their own interest. The higher secondary stage should be the end of all formal education for about 80% of student population of this age group.

(2) *College Education.* The college stage is mainly meant for specialisation in literary and scientific subjects and as such only those who are likely to benefit from this type of education and who by virtue of intelligence and achievement are found suitable should be allowed to take up this course. One of the greatest reasons for the presence of a large number of unemployed graduates is that any body and every-body who passes out of a school joins the university with a view to sitting for competitions and joining the higher administrative services of the country. The

number of such posts is very small and only one in a hundred persons should hope to be accommodated there and that too if he can beat the host of others in open competition.

The number of failures at the Intermediate and at the degree stage is naturally very high because a large number of people who join the college do not have inherent potentialities for following higher academic courses. It would have been much better for them had they joined some profession or if they had gone to some technical institution. Out of the total number of school leavers only 10 to 15 % should be selected for University courses. This selection should be made very carefully. I do not think that we can make the selection only on the bases of the higher secondary/matric. results. The university should have its own standards of selection. I would advocate the institution of university admission tests and only those should be allowed to join the tests who have secured more than 50% marks in the previous public examination. I also feel that the number of admissions to a college and the university should be drastically restricted and there should be no relaxation of this rule. I am quite sure that if these restrictions are made the number of failures will be reduced to the very minimum. In fact there need not be any failure if a candidate is allowed to appear only when a teacher thinks that he is prepared for the same. As a matter of fact I have always felt that the number of chances that a candidate may be given to appear at the various public examinations should be reduced to one. It is no use lingering on with a course for a number of years. This will naturally imply that the frequency of such examinations will have to be considerably increased. I personally visualise such examinations every three months to accommodate individual cases.

(3) *Teachers Training.* The number of failures in teachers training institutions as pointed out by the Planning Commission is colossal. If this number could be reduced specially at the post-graduate level the total requirements of teachers during the 3rd Five-year Plan can be easily met and the number

of untrained teachers considerably reduced. In our state teachers training is in a very sad plight; and it is high time that some serious attention is paid to this problem. The quality of the teachers training institutions both at the lower and the higher level is miserable. The number of private institutions has tremendously gone up and this has added to the confusion. We have to think in terms of nationalising teacher education.

The greatest defect lies in the method of selection of candidates for admission to training institutions. There are examples where admissions have been made on a communal basis. There are also examples where the amount of donation has been the main criterion of admission. The Department has tried to minimise the intensity of this problem by prescribing a rating scale for all the junior basic institutions. In this rating scale the maximum weightage is given to the marks achieved by the candidates in the Matriculation examination. The District Inspectors and Inspectresses have also been associated with the admissions to these institutions with a view to minimise unhealthy practices. No doubt things have considerably improved but I have sometimes the feeling that we are not following any sound psychological or educational principles even in the matter of admission to the Junior Basic Training schools. Experiments have proved that divisions in the examinations are not a sure indication of the location of teaching ability. There is no correlation between the performance of a candidate in the theoretical examination and in the practical examination. Depending solely on the Matriculation marks is not, in my opinion, very sound educationally, although perhaps it has succeeded in clearing up most of the muck that prevailed. I would advocate the use of some teaching aptitude tests and longer interviews. All this naturally implies that the authorities of these teacher training institutions will have only one thing in view that they should admit only people with teaching aptitude and teaching interest in the training institutions.

At the post-graduate level the Department has no hold and the University is practically indifferent. They are not concerned as to

how admissions are made in the training colleges affiliated to them, with the result that all types of people enter training colleges and naturally the number of failures is large. Another interesting point that comes to my notice is that there are practically no failures in the Skill in Teaching while the number of failures in the theory papers is always large. I have never been able to reconcile to this state of affairs and unfortunately no body seems to be bothering about it. This, I feel, is mainly due to the fact that in the practical examination the internal examiners are there to see that their students do not fail at least in the practicals. It may be very interesting to see that at the B. Ed. examination in 1956 when a board of examiners examined all the candidates in all the colleges the number of First and Second classes was very small and quite a few students failed. Later we have introduced a system of internal and external examiners and I am amazed that inspite of strenuous efforts on the part of the coordinators the number of First and Second classes has been quite large in every college and there have been no failures. All this does us no credit.

One of the greatest points that comes to my mind is that there is a prevalent feeling in the minds of every body that teachers training is a very easy and ordinary thing when compared to training in subjects like medicine and engineering. While for admission to a medical or the engineering college one has to follow a prescribed course that makes him eligible for admission, anybody and every body is eligible for admission to teachers training colleges at any stage in his life. I have never been able to reconcile with this state of affairs. It has, therefore, been a very welcome idea that the Kuruksetra University has started a college of education where a four-year teachers training course has been instituted. Students will have to decide as the time of their school leaving about their joining or not joining the teaching profession. The four-year course will be a cordinated three years Degree course and one-year training course. No body will be allowed I learn, to join only the professional course. If this thing is done

all over we will have only those in the training colleges who have really and seriously decided to become teachers.

Besides the above I would like the training facilities in the training institutions to be strengthened in the matter of staff, equipment and other facilities. I would suggest the appointment of an Enquiry Committee to be appointed by the Punjab University for looking into the problem of teachers training at the post-graduate level. The authorities at the centre are also, I learn, thinking of appointing one such committee for the entire country.

The introduction of a two year course at the Junior Basic stage is a very welcome development in the realm of teacher training because I feel it will be taken up only by those who are seriously interested in the profession and the training given will also be of a better quality. I wish some thing like this could also be done at the B.T. and B.Ed. level, so that the training given may become more restricted, realistic and useful.

Evaluation:—After all that has been said and done we cannot deny that the present system of examination does have to play a very important role in increasing the number of failures at all stages. Examinations are necessary and as such it is very foolish to talk about abolishing them. Evaluation is, in foreign countries, taken as a means of improving the education practices. What, however, is needed is that we should find ways and means to do away with the element of chance and introduce more reliability and validity in our examinations. Uniform system of examination for all categories of students is also a thing against which I would like to raise my voice. When we give the same public examination to ten thousand students at the same time we imply that all of them are mentally alike, that all of them should have learnt the same thing at the same speed. This is totally against all psychological principles. What I would like to measure is whether a student has done his best according to his potentialities, irrespective of the fact how he has fared in comparison to others in quality and speed.

Another point that is now every-day knowledge is that our present examinations are mainly a test of memory and do not test

the day-to-day progress of a child. I am, however, not one of those steam-lined modernists who feel that the present Essay type tests should be totally abolished and should be totally replaced by new type objective tests, which have now become more or less a 'fad' with our foreign-retained 'educationists'. I believe that new type tests are useful, but only to a certain limit, and certainly they do not test every thing that has to be tested. I would, therefore, like to evolve a system which is a sane mixture of the old type essay type and the new type objective tests and oral tests. I would also like to give sufficient weightage to school records and reports which may take the shape of cumulative records. I have attended a number of seminars where these things have been considered and specimen cumulative cards formed. But it seems that things stop at that point and nothing actually happens in practice. People come to a seminar or a workshop for a few nice discussions and talks, enjoy a few excursions, make a few recommendations which are incidentally identical in all the seminars and then go back home to forget all about it. I wish there would also be some implementation of some of the recommendations evolved at these seminars. I would be happy to see that a very modest cumulative card is actually used in schools rather than have a hundred ambitious cards evolved in a hundred seminars. Time has now come when we should try translating some of our ideas into actual practice and should not only go on adding to our ideas.

At teacher training level a different realistic and individualistic type of evaluation is needed. The training part is to be emphasised and not the memory part. A teacher should develop a particular type of attitude towards life and work and this will depend on the atmosphere prevailing in the training institutions. I am very against uniform university examinations in professional institutions because day-to-day evaluation should form the backbone of examinations and this cannot be assessed by any out-side agency.

EDUCATIONAL RESEARCH AND THE SCHOOL TEACHER

Progress is complimentary to civilization and it means refusing to carry on in a rut. But the way ahead must be explored. And this is also true of education, the major enterprize of any society because no one is unaffected by it. Children must be taught and teachers must teach. But why should we not adopt better ways of schooling? Research in education is, therefore, a necessity in any scheme of healthy education.

To school teachers in this country however, research seems an item out of their sphere. Somehow 'finishing the course' seems to be their main job for which they are paid. Examination results are mainly employed to distinguish a good teacher from a bad one. When I wanted to get the views of a very distinguished headmaster on the subject, he tried to silence me by saying, "It is really the work of the highly placed officers of the Education Department and of college professors like you to indulge in the 'luxury' of research. A teacher has neither the time, money, nor the energy for this fad of yours." Now I do not deny that higher educational officers and college professors have more time and also perhaps better facilities for research, but I certainly refuse to believe that school teachers had better be left alone as they are not in a position to carry on any educational research. On the other hand, I believe that useful educational research can best be done by school teachers. For instance, if an enquiry is being made into a problem connected with child psychology, the research worker cannot break much ice unless he takes the help of the school teacher who knows his children in and out. The latter can also help immensely by translating the conclusions of the research worker into practice and thus analysing their practical worth. And certainly this is no mean part of research. Teaching involves many intricate and intimate problems which only the teacher can solve, as only he knows "where the shoe pinches".

While teaching, a good teacher employs various devices and methods of explanation and enunciation. The reactions of the class tells him the degree of utility that a certain method commands. He experiments with self-thought-out methods. Unknown to himself, therefore, every enthusiastic teacher is doing some research, which in the words of Prof. Oliver is "the search for truth on which wise action can be based".

My thesis now becomes clear : that research in education is very essential for progress in culture and civilization; and that the teacher, as is the case in many foreign countries, should constantly be engaged in the same. Encouragement and co-ordination of work should, of course, be there, because without such an official agency, no incentive and encouragement can be given to the teacher. Arrangements must exist for financial aid and for publication of useful work. Organisations similar to the Foundation for Educational Research (in England) may be created. The urgent need for educational research must be recognized by one and all because I strongly feel that "systematic, courageous and uncontaminated thinking about national education touches our national salvation." The Government of India does help training colleges in some of their research projects. I wish the same facilities were available for school teachers.

The every work of an average teacher contains a number of problems which could be gone into. There is no harm at all, if many teachers find themselves engaged similar problems, because each of them will proceed according to his or her own angle of thought and vision, and thus the problem may be thoroughly thrashed out and useful results obtained.

The teaching process may be broadly divided into the following five branches:—

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| 1. Why to teach ? | (Aims and objectives of Education). |
| 2. Whom to teach ? | (Knowing the child or child psychology). |
| 3. What to teach ? | (Problems of Curriculum). |
| 4. How to teach ? | (Methods of Teaching). |
| 5. Where to teach ? | (Schools and their Equipment). |

but will also minimise the number of failures at the Matriculation examination.

For about 75 to 80 % of children joining the higher secondary schools there need not be any college or university education. It is therefore, essential that the education at this stage is made complete in itself so that a child may find himself fully equipped for life and for a profession, when he leaves school. The introduction of diversified courses at the higher secondary stage is meant to meet this psychological demand. In a higher secondary multi-purpose school, however, it is necessary that a large number of courses be offered from which a student may select one according to his taste, interest and aptitude. It is also essential that the training given at this stage should be sufficient to form a foundation for vocational and professional training of a high order. Besides we should also provide some general education for these as they will be joining life straight away. This is the idea behind the core subjects.

It may be easy to provide a number of courses but it is very difficult to guide students and to persuade parents to select some particular course. Without proper vocational and educational guidance available at school level, it will be idle to introduce diversified courses. Failures and desertions would be minimised if children are engaged in things of their own interest. The higher secondary stage should be the end of all formal education for about 80% of student population of this age group.

(2) *College Education.* The college stage is mainly meant for specialisation in literary and scientific subjects and as such only those who are likely to benefit from this type of education and who by virtue of intelligence and achievement are found suitable should be allowed to take up this course. One of the greatest reasons for the presence of a large number of unemployed graduates is that any body and every-body who passes out of a school joins the university with a view to sitting for competitions and joining the higher administrative services of the country. The

number of such posts is very small and only one in a hundred persons should hope to be accommodated there and that too if he can beat the host of others in open competition.

The number of failures at the Intermediate and at the degree stage is naturally very high because a large number of people who join the college do not have inherent potentialities for following higher academic courses. It would have been much better for them had they joined some profession or if they had gone to some technical institution. Out of the total number of school leavers only 10 to 15 % should be selected for University courses. This selection should be made very carefully. I do not think that we can make the selection only on the bases of the higher secondary/matric. results. The university should have its own standards of selection. I would advocate the institution of university admission tests and only those should be allowed to join the tests who have secured more than 50% marks in the previous public examination. I also feel that the number of admissions to a college and the university should be drastically restricted and there should be no relaxation of this rule. I am quite sure that if these restrictions are made the number of failures will be reduced to the very minimum. In fact there need not be any failure if a candidate is allowed to appear only when a teacher thinks that he is prepared for the same. As a matter of fact I have always felt that the number of chances that a candidate may be given to appear at the various public examinations should be reduced to one. It is no use lingering on with a course for a number of years. This will naturally imply that the frequency of such examinations will have to be considerably increased. I personally visualise such examinations every three months to accommodate individual cases.

(3) *Teachers Training.* The number of failures in teachers training institutions as pointed out by the Planning Commission is colossal. If this number could be reduced specially at the post-graduate level the total requirements of teachers during the 3rd Five-year Plan can be easily met and the number

of untrained teachers considerably reduced. In our state teachers training is in a very sad plight; and it is high time that some serious attention is paid to this problem. The quality of the teachers training institutions both at the lower and the higher level is miserable. The number of private institutions has tremendously gone up and this has added to the confusion. We have to think in terms of nationalising teacher education.

The greatest defect lies in the method of selection of candidates for admission to training institutions. There are examples where admissions have been made on a communal basis. There are also examples where the amount of donation has been the main criterion of admission. The Department has tried to minimise the intensity of this problem by prescribing a rating scale for all the junior basic institutions. In this rating scale the maximum weightage is given to the marks achieved by the candidates in the Matriculation examination. The District Inspectors and Inspectresses have also been associated with the admissions to these institutions with a view to minimise unhealthy practices. No doubt things have considerably improved but I have sometimes the feeling that we are not following any sound psychological or educational principles even in the matter of admission to the Junior Basic Training schools. Experiments have proved that divisions in the examinations are not a sure indication of the location of teaching ability. There is no correlation between the performance of a candidate in the theoretical examination and in the practical examination. Depending solely on the Matriculation marks is not, in my opinion, very sound educationally, although perhaps it has succeeded in clearing up most of the muck that prevailed. I would advocate the use of some teaching aptitude tests and longer interviews. All this naturally implies that the authorities of these teacher training institutions will have only one thing in view that they should admit only people with teaching aptitude and teaching interest in the training institutions:

At the post-graduate level the Department has no hold and the University is practically indifferent. They are not concerned as to

how admissions are made in the training colleges affiliated to them, with the result that all types of people enter training colleges and naturally the number of failures is large. Another interesting point that comes to my notice is that there are practically no failures in the Skill in Teaching while the number of failures in the theory papers is always large. I have never been able to reconcile to this state of affairs and unfortunately no body seems to be bothering about it. This, I feel, is mainly due to the fact that in the practical examination the internal examiners are there to see that their students do not fail at least in the practicals. It may be very interesting to see that at the B. Ed. examination in 1956 when a board of examiners examined all the candidates in all the colleges the number of First and Second classes was very small and quite a few students failed. Later we have introduced a system of internal and external examiners and I am amazed that inspite of strenuous efforts on the part of the coordinators the number of First and Second classes has been quite large in every college and there have been no failures. All this does us no credit.

One of the greatest points that comes to my mind is that there is a prevalent feeling in the minds of every body that teachers training is a very easy and ordinary thing when compared to training in subjects like medicine and engineering. While for admission to a medical or the engineering college one has to follow a prescribed course that makes him eligible for admission, anybody and every body is eligible for admission to teachers training colleges at any stage in his life. I have never been able to reconcile with this state of affairs. It has, therefore, been a very welcome idea that the Kuruksetra University has started a college of education where a four-year teachers training course has been instituted. Students will have to decide as the time of their school leaving about their joining or not joining the teaching profession. The four-year course will be a cordinated three years Degree course and one-year training course. No body will be allowed I learn, to join only the professional course. If this thing is done

all over we will have only those in the training colleges who have really and seriously decided to become teachers.

Besides the above I would like the training facilities in the training institutions to be strengthened in the matter of staff, equipment and other facilities. I would suggest the appointment of an Enquiry Committee to be appointed by the Punjab University for looking into the problem of teachers training at the post-graduate level. The authorities at the centre are also, I learn, thinking of appointing one such committee for the entire country.

The introduction of a two year course at the Junior Basic stage is a very welcome development in the realm of teacher training because I feel it will be taken up only by those who are seriously interested in the profession and the training given will also be of a better quality. I wish some thing like this could also be done at the B.T. and B.Ed. level, so that the training given may become more restricted, realistic and useful.

Evaluation:—After all that has been said and done we cannot deny that the present system of examination does have to play a very important role in increasing the number of failures at all stages. Examinations are necessary and as such it is very foolish to talk about abolishing them. Evaluation is, in foreign countries, taken as a means of improving the education practices. What, however, is needed is that we should find ways and means to do away with the element of chance and introduce more reliability and validity in our examinations. Uniform system of examination for all categories of students is also a thing against which I would like to raise my voice. When we give the same public examination to ten thousand students at the same time we imply that all of them are mentally alike, that all of them should have learnt the same thing at the same speed. This is totally against all psychological principles. What I would like to measure is whether a student has done his best according to his potentialities, irrespective of the fact how he has fared in comparison to others in quality and speed.

Another point that is now every-day knowledge is that our present examinations are mainly a test of memory and do not test

the day-to-day progress of a child. I am, however, not one of those steam-lined modernists who feel that the present Essay type tests should be totally abolished and should be totally replaced by new type objective tests, which have now become more or less a 'fad' with our foreign-returned 'educationists'. I believe that new type tests are useful, but only to a certain limit, and certainly they do not test every thing that has to be tested. I would, therefore, like to evolve a system which is a sane mixture of the old type essay type and the new type objective tests and oral tests. I would also like to give sufficient weightage to school records and reports which may take the shape of cumulative records. I have attended a number of seminars where these things have been considered and specimen cumulative cards formed. But it seems that things stop at that point and nothing actually happens in practice. People come to a seminar or a workshop for a few nice discussions and talks, enjoy a few excursions, make a few recommendations which are incidentally identical in all the seminars and then go back home to forget all about it. I wish there would also be some implementation of some of the recommendations evolved at these seminars. I would be happy to see that a very modest cumulative card is actually used in schools rather than have a hundred ambitious cards evolved in a hundred seminars. Time has now come when we should try translating some of our ideas into actual practice and should not only go on adding to our ideas.

At teacher training level a different realistic and individualistic type of evaluation is needed. The training part is to be emphasised and not the memory part. A teacher should develop a particular type of attitude towards life and work and this will depend on the atmosphere prevailing in the training institutions. I am very against uniform university examinations in professional institutions because day-to-day evaluation should form the backbone of examinations and this cannot be assessed by any out-side agency.

EDUCATIONAL RESEARCH AND THE SCHOOL TEACHER

Progress is complimentary to civilization and it means refusing to carry on in a rut. But the way ahead must be explored. And this is also true of education, the major enterprize of any society because no one is unaffected by it. Children must be taught and teachers must teach. But why should we not adopt better ways of schooling? Research in education is, therefore, a necessity in any scheme of healthy education.

To school teachers in this country however, research seems an item out of their sphere. Somehow 'finishing the course' seems to be their main job for which they are paid. Examination results are mainly employed to distinguish a good teacher from a bad one. When I wanted to get the views of a very distinguished headmaster on the subject, he tried to silence me by saying, "It is really the work of the highly placed officers of the Education Department and of college professors like you to indulge in the 'luxury' of research. A teacher has neither the time, money, nor the energy for this fad of yours." Now I do not deny that higher educational officers and college professors have more time and also perhaps better facilities for research, but I certainly refuse to believe that school teachers had better be left alone as they are not in a position to carry on any educational research. On the other hand, I believe that useful educational research can best be done by school teachers. For instance, if an enquiry is being made into a problem connected with child psychology, the research worker cannot break much ice unless he takes the help of the school teacher who knows his children in and out. The latter can also help immensely by translating the conclusions of the research worker into practice and thus analysing their practical worth. And certainly this is no mean part of research. Teaching involves many intricate and intimate problems which only the teacher can solve, as only he knows "where the shoe pinches".

While teaching, a good teacher employs various devices and methods of explanation and enunciation. The reactions of the class tells him the degree of utility that a certain method commands. He experiments with self-thought-out methods. Unknown to himself, therefore, every enthusiastic teacher is doing some research, which in the words of Prof. Oliver is "the search for truth on which wise action can be based".

My thesis now becomes clear : that research in education is very essential for progress in culture and civilization; and that the teacher, as is the case in many foreign countries, should constantly be engaged in the same. Encouragement and co-ordination of work should, of course, be there, because without such an official agency, no incentive and encouragement can be given to the teacher. Arrangements must exist for financial aid and for publication of useful work. Organisations similar to the Foundation for Educational Research (in England) may be created. The urgent need for educational research must be recognized by one and all because I strongly feel that "systematic, courageous and uncontaminated thinking about national education touches our national salvation." The Government of India does help training colleges in some of their research projects. I wish the same facilities were available for school teachers.

The every work of an average teacher contains a number of problems which could be gone into. There is no harm at all, if many teachers find themselves engaged similar problems, because each of them will proceed according to his or her own angle of thought and vision, and thus the problem may be thoroughly thrashed out and useful results obtained.

The teaching process may be broadly divided into the following five branches:—

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|---------------------|--|
| 1. Why to teach ? | (Aims and objectives of Education). |
| 2. Whom to teach ? | (Knowing the child or child psychology). |
| 3. What to teach ? | (Problems of Curriculum). |
| 4. How to teach ? | (Methods of Teaching). |
| 5. Where to teach ? | (Schools and their Equipment). |

Behaviour and Social problems of children open up a vast field of work for the school teacher. Simple sociometric studies can be carried out by any intelligent school teacher during his day-to-day work. In fact a number of such studies have already been carried out by the training college people all over the country. I only wish this work could be taken up more and more by school teachers.

There can be a number of problems connected with the above on which much useful work could be done and it should be the primary business of every good teacher to gather information on these topics and also to think out some problems for himself. A teacher should not be merely satisfied with being only good; he should always be trying to be better. In this the research worker can help him and he can help himself.

There is a tendency to reduce educational research to statistical formulae and psychological complexities which an average school teacher is unable to understand and put to actual practice, with the result that such researches remain dead in the library shelves. Most of the topics chosen are also more academic than practical. These may help the workers to get research qualifications but they certainly do not help the teacher in his every day task. There is great need for Indian educationists to apply their trained minds to the actual work of teaching and learning and in such a scheme of educational research, a faithful liaison between the research workers and the school teachers comes almost natural. A virtual 'Action Research' movement has to be launched in our schools. In the words of Prof. K. G. Saiyda, "knowledge becomes far more valuable when it is dynamically related to action, when it improves the quality of action."

QUALITIES OF AN ADULT EDUCATION WORKER

The success of any human venture depends largely on the personality of the human beings involved. Adult education has come to be recognised as one of the most important human activities, because it not only seeks to kindle the flame which has long remained unlit but also to keep it alight always so that the path of human progress may not be lost in darkness.

Two personalities are involved in this venture, that of the uneducated adult and that of the adult education worker. The only difference is that the latter is the leader and the teacher while the former is the follower and the taught. To be a leader and teacher is not so easy. Everybody cannot be such. He must have some inborn qualities which must be developed and directed properly.

The first requisite of a successful adult education programme, therefore, is to select workers with the requisite qualities. It perhaps needs a long period of research to standardise qualities of a successful adult education worker. No such work has been done so far in our country and nobody is sure as to who can be a successful adult education worker. This ignorance has resulted in everybody and anybody becoming an adult education worker and 'expert'. As a matter of fact the same is true of all education. One has never heard of a teacher becoming an expert in law or in medicine but the case is quite different in education. If a census were taken, the number of the non-educational experts in education will be far greater than those who by training and occupation belong to this fraternity. Conditions in the field of adult education are even more discouraging. Many laymen have found in adult education a good jumping ground to fame and prosperity; and I may submit that it is because of these so called 'experts' that no solid results have so far been achieved in adult education. The great problem is sought to be solved as Dr. Ranganathan remarked

in the course of an article, "By means of slogans", and I may add also by means of 'stunts' that benefit nobody but the organisers of the stunts.

With a view to find out the qualities that go to make a successful adult worker, I started a modest investigation a few months back and I wish to report what little I have been able to achieve so far. I may add that my remarks apply only to field workers.

During the summer vacations recently a refresher course for social education workers was held in a state capital. About two hundred such people attended the course in two batches. Most of them were matriculates. Their main job was to run Social education centres in some rural areas of the state. Most of them were in government employ getting Rs. 75/- p.m. One afternoon the Social Education Officer of the State visited the trainees. He asked them about their difficulties and promised to do whatever he could possibly do in the matter. I was stunned to see that a large number of them had only personal difficulties in the shape of low salary. This of course could not be remedied there and then. What the Social Education Officer expected were some academic or equipment difficulties. This set me at thinking. A person who is always conscious of his low salary etc. cannot be expected to lead or to inspire and I felt that some of them should not have been there. As the trainees were being asked about their difficulties individually, it was easy to make a list of those who did not pay so much attention to the economic aspect of their work. On enquiry I was told by the supervisors that most of the persons on my list were doing good work in their centres. This was, therefore, my first criterion of separating the 'good' from the 'bad' social education workers. I have made further inquiries and I am glad to report that my conclusions are not very wrong. The basic quality of a successful social worker is that he should take his work as a 'mission' and not as a 'profession'. I have always felt that this work can best be done as honorary part-time work.

Later I confined my deliberations to only 109 such type of workers. In only 27 cases out of the 109 I could find that their supervisors thought their work to be below the mark. This means that the spirit of service and the mental frame of mind is of primary importance in social education work.

1st Step. I tried to analyse the various roles the average social education worker has to play. I asked all the 109 people to put down on a piece of paper the roles they have to play in the order of importance. I received only 89 slips back. On the basis of those I have prepared the following list.

1. He has to act as a leader and inspirer.
2. He has to be a teacher and a speaker.
3. He has to be an organiser.
4. He has to be an administrator.
5. He has to be a student.
6. He has to be the jack of all trades like drama, writing, drawing, playing on the instruments etc.

I do not claim that this list is exhaustive. Improvements are always possible.

2nd Step. The next point for me was to analyse the qualities that contribute to the success of the various roles above. I made a tentative list of 36 such qualities and presented them to two sets of people. (1) those who supervise the work of workers and (2) those who attend the centres as 'students'. I asked them to underline the qualities that in their opinion and experience go to make a successful worker. In the case of the second group, I or my helpers had to explain the lines personally to get the reactions. This naturally meant that we could not examine a large number of people in this category.

Firstly I finalised the list according to the answers from the 1st group of people and then from the second group of people. When the two lists were put alongside one another, I was surprised to see that besides a few minor differences, they were practically

identical both in the number of items and in order of the preference of items. I, therefore, decided to prepare one consolidated list of the main common items. In one or two cases some people also suggested items not included in my list. I did not include some of them because they were indirectly included in my list or because they were far-fetched. The final list is much smaller than my original list, but it is all the same quite exhaustive for all practical purposes.

1. Belonging to the local environment. (ability to speak in the local dialect).
2. Able to inspire and attract.
3. Lovers of humanity.
4. Having breadth of outlook and sincerity of purpose.
5. Good teachers in the strictest sense.
6. Having good knowledge in their own field.
7. Having a sense of humour.
8. Having a cheerful personality.
9. Having lots of patience.
10. Having good judgment.
11. Resourceful.
12. Good in music and drama.
13. Able to initiate and direct discussion.
14. Not merely purveyors of knowledge.
15. Good craftsmen.
16. Mature in age and experience.
17. Not afraid of manual labour or hard conditions of life.
18. Ability to keep records and accounts.

It is not intended that all the workers selected should contain all the 18 of these qualifications. As a matter of fact nobody can possibly collect all such qualities. Further it is very difficult to decide the order of preference. Of one thing, however, I am quite sure that before a social worker is selected for training or for employment after training, the selectors may better try to see how far he possesses some of the qualities enumerated above. Nobody can find out these during a five-minute interview. The best thing

may be to put him in a social education centre as an apprentice for say a week, and then watch his performance. Here again is a topic for research !

The problem is vast like the universe and I am submitting my humble results in the hope that they might enthuse others to start similar investigations in their own areas. The results could better be co-ordinated under the auspices of the Indian Adult Education Association. In fact the Association should give help and encouragement to those engaged in such and similar investigations.

EDUCATION FOR PEACE & INTERNATIONAL UNDERSTANDING

We are once again standing at the cross-roads of destiny. It is only, perhaps the terrifying recollections of the manifestations of war that is holding some nations back from indulging in an open conflict. It is also perhaps one's partial ignorance of the fighting strength of other nations that has also been responsible for tempering down the otherwise a very critical situation.

If we analyse the whole situation, we will come to the sordid truth that most of our bitter feelings towards others are there, because we of this generation were never told while we were young, about the problems and the conditions of life in other lands. When we were young, this world was very 'large' and conditions of travel very difficult and not within the reach of many. We are perhaps a condemned lot but we have no right to do the same to our children. A Third World War might come (God forbid) and if it comes it might well-nigh be the end of most of us because of the threats of the various types of devastating bombs and nuclear weapons. However, the Third World War is to be avoided and if it is to be avoided, we have to start planning from now on and that planning must be started in our Elementary and Secondary Schools.

We have to foresee what kind of world it will be when our children come of age. We must also realise the normal changes that will take place in years and decades ahead.

With much quicker and safer air travel the world is now becoming a smaller place. The nations of the world should, therefore, come closer and closer. When some of us were in school it was a 21 day sea-journey to England. Today it is a matter of less than 24 hours. At present commercial planes have a speed of 300 miles an hour but we soon hope to have air-planes with double the speed. Every country of the world is on the air map and after a few years more, air travel will become common-place. All this will be, however,

meaningless if we do not find ways and means to greater international unity and increased international controls. Our globe is fast becoming a world community.

The splitting of the atom is fast bringing in more and more revolutionary changes. The funny situation, however, is that atomic energy has become the double-edged sword of science. On one hand it threatens to destroy humanity and on the other hand we see in it vast potentialities of creating a better world. Every day we read of new uses that atomic energy may be put in the domestic as well as in the destructive fields. Which way the future generations will choose, will depend on what we teach them today.

In the political field we have seen a more significant revolution during the last twenty years or so. Millions of people have won their independence. Many more are now demanding freedom to manage their own affairs. Asia has dramatically moved towards the centre of the world stage and Africa is also very much in the picture. The political centre of gravity has, if I may say so, shifted from Europe and we have reasons to believe that it will go on shifting.

Along with this political revolution, a social and economic revolution is also under-way. More and more people are demanding a decent standard of living. The racial supremacy of the white people is being challenged everywhere. The so-called colonies are fast waking up. The people of the world have to learn to live in amity in this world of many colours.

The present has also seen the conflict between the various political and economic ideologies and unless the people concerned learn the art of appreciating the other point of view, these basic conflicts may continue for many years to come. One unfortunate result of this ideological conflict is the armament race. Every nation seems to be arming itself against the invisible adversary and when we look at this, under changed circumstances, we come to the tragic conclusion that neighbour is afraid of neighbour, that brother has no faith in brother.

In this world of many conflicts, however, there is also an undercurrent of the processes of peace. The idea of the League of Nations was born when nations were fighting against nations in a bid to destroy one another during the First Great War. It succeeded to some extent. It had some limitations which have been rectified in U.N.O. which again is a creation of war. The United Nations which may be called the most ambitious international organisation in our history and its specialised agencies like Unesco are working successfully for a definite change in our attitudes.

It is, therefore, apparant that in the midst of all the conflicts there has been an inherent desire, howsoever suppressed it might have been, to solve difficulties and live in amity and progress. The task of education is, therefore, mainly to limelight this inherent desire for peace and international understanding. A new science of human relationships has to be evolved and applied correctly. If humanity can only think of destruction and world suicide then I put it to you that teachers like you and me are not needed. The schools may better be closed and boys and girls turned over to the agencies of destruction from whom they may learn the latest techniques of killing their fellow-men in other parts of the world. If, however, the great minds of the world decide for a better community established for peace, justice and freedom, then the schools and teachers will have a tremendous role to play. A new kind of individual, capable of living in peace with millions of his neighbours, will have to be produced. Citizenship will assume a world wide significance, and in the process of producing such individuals it will become imperative for our children to have a wide view of the entire world. Curricula will have to be recast and text-books re-written. We will have to honour the messengers of peace and not worship the agents of destruction, howsoever great.

The main point that I wish to put before you is that in this changed system of education two subjects will have to be given proper emphasis—History and Geography. History will have to

be so presented that it links progress with peace, that it should emphasise the happy results of international understanding.

Geography will have to be studied firstly to acquaint our children with the conditions prevailing in other lands. This knowledge will be needed to understand the vast boundaries of international help in the various fields. Secondly, a study of Geography will be able to create correct geographical thinking and nourish a geographical attitude towards mankind. In their final analysis, all international conflicts have their roots in economic and material fields. A better knowledge about the economic potentialities of different lands should incite feelings of sympathy for the less fortunate ones.

It is unfortunate, therefore, that these two subjects which I consider basic to human civilization are being ignored in our schools and colleges. Neglect is greater in the case of Geography. A new hybrid called Social Studies has been introduced in our schools in place of Geography and History recently. Nobody can define what it is. No definite curriculum has been drawn. Small unimportant bits from Geography and History, Economics and Civics, have been put together and given this new name. The result is a strange, useless combination leading us nowhere. I would, therefore, plead from this platform that in Indian Schools where this affiliation is only recent, things can be corrected without much difficulty and much dislocation. The Unesco has prepared good material on the teaching of Geography and History and other subjects with a view to the promotion of peace and international understanding and I am quite sure that educationists all over the world can so orient the History and Geography curriculum, teaching and text-books that the essential unity of the world cultures and nations is put in the foreground.

Akin to this is the problem of the position of foreign languages in our educational system. We are at the time very anxious to push out even English which has come to occupy a basic place, not only in our schools and colleges but in our culture also. The study of

at least one foreign language must be made compulsory from the secondary stage onwards. Encouragement must be forthcoming for clubs and societies in schools and colleges started for the specific purpose of studying foreign languages and foreign cultures.

Another helpful activity in schools and colleges could be to observe special days like 'Canada Day', 'Russia Day' etc. when talks, exhibits, films etc. pertaining to the particular country are arranged. In this connection help could be, I am sure, taken from the various Embassies.

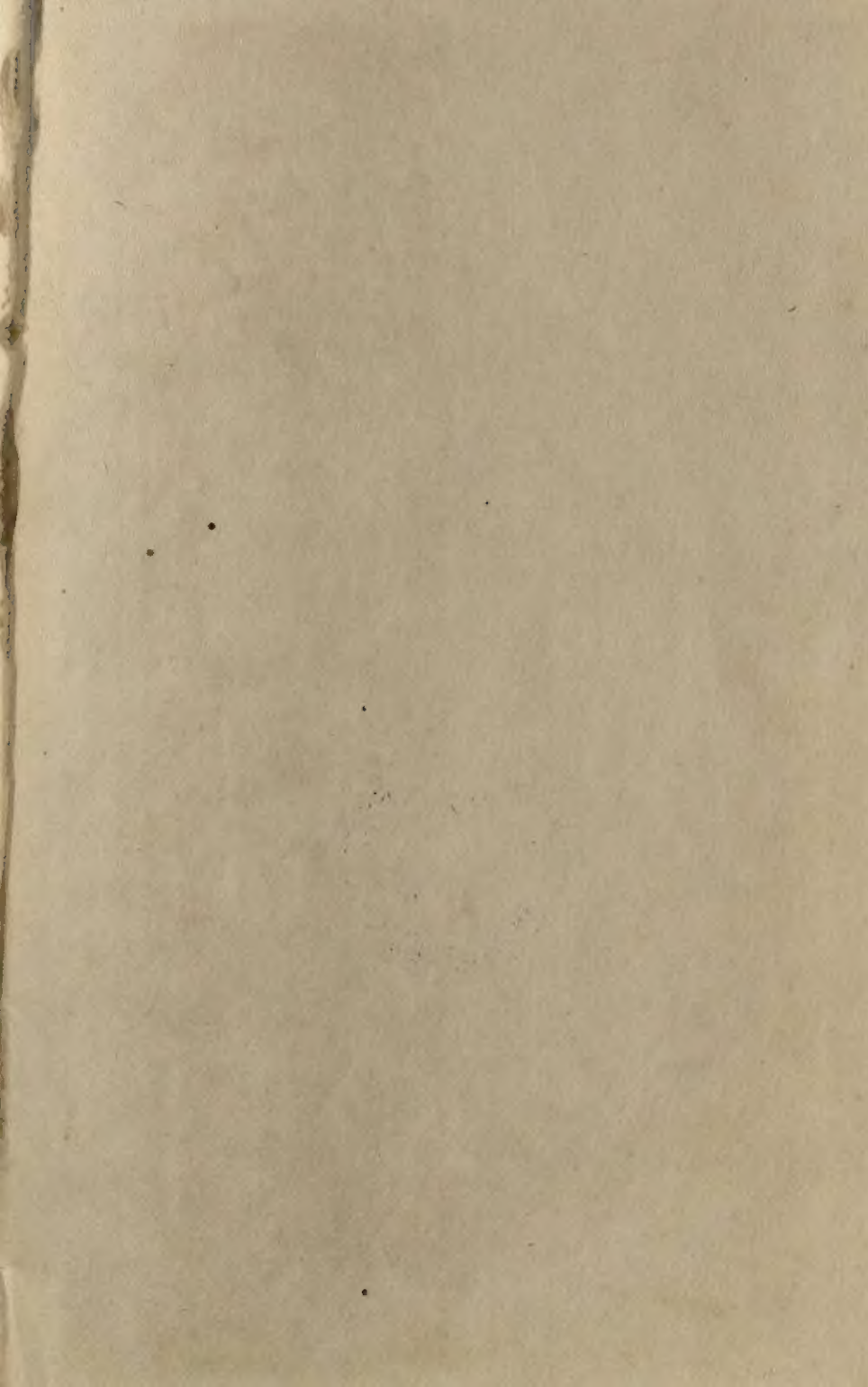
Another point which I would like to put forth, before I conclude, is that a very big way of bringing about international understanding can be through the provision of travel facilities for students and teachers. Today our knowledge about other peoples and other places is based mainly on books and films etc. It has to be supplemented by personal knowledge. Agencies like Unesco and other educational organisations can help us in this direction. More and more people have to be sent out during the plastic periods of their lives. We are at the moment doing something in this direction but I think we have to achieve much more. At present most of the personal contacts between nations are confined to dignitaries. Ordinary school and college children and ordinary school and college teachers seem to be out of the orbit of such programmes. Vacations could be utilized for such exploratory visits at cheap cost, a good part of which must be met by the various Government and International organisations. Even the composition of the various delegations to foreign countries could be improved. Different people should be selected every other time. At the moment the practice is that whenever educational or cultural delegations are sent to the foreign countries, the same selected and influential persons are included again and again.

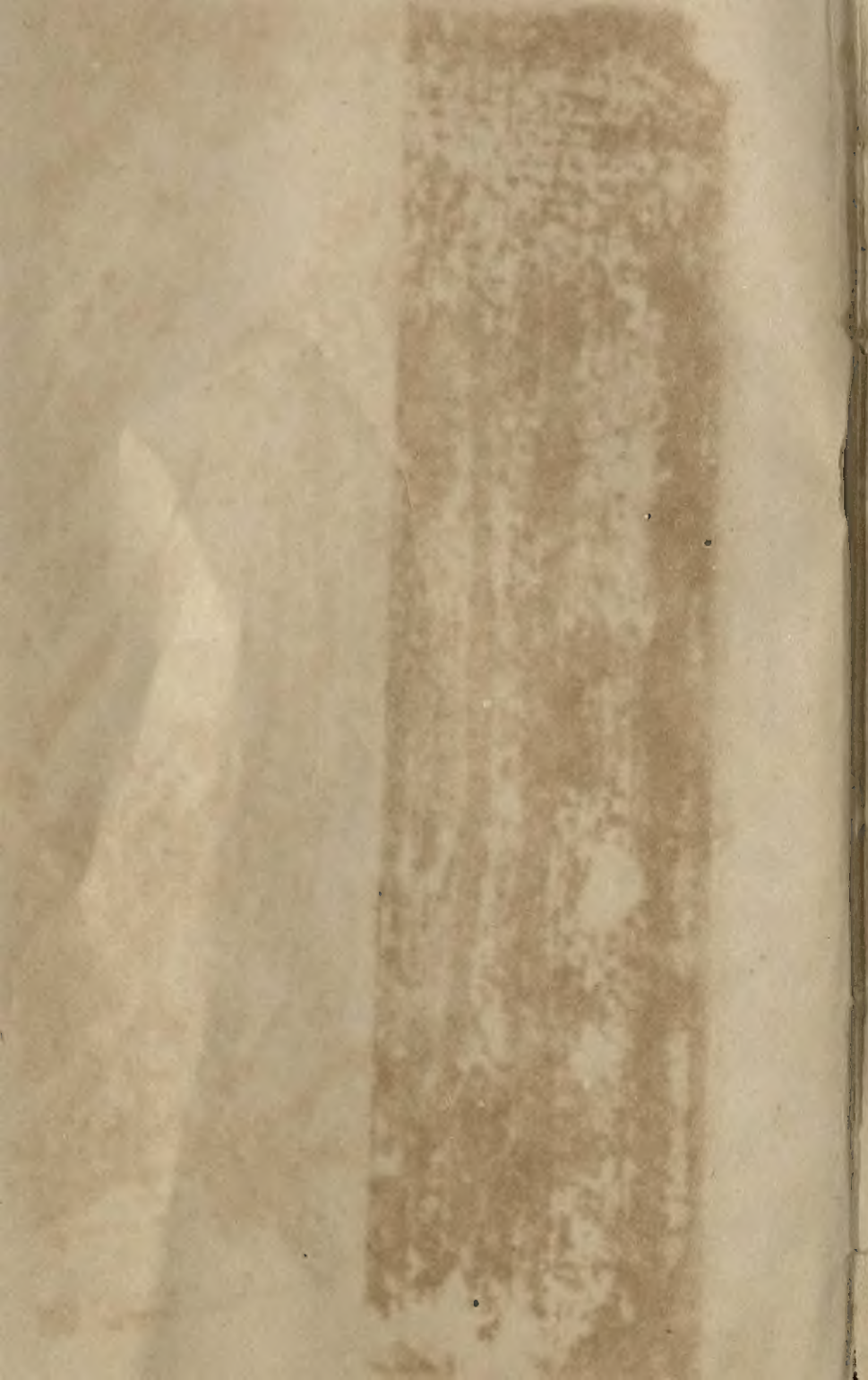
We are meeting here under the premises of the All-India Federation of Educational Associations and my first appeal in this direction is to this august body which is called upon to send representatives to the various International Conferences and Seminars held in the various parts of the world. Every time the party

should not consist only of the same official representatives but may include different people every time.

I would like to remind you once again of your great responsibility. The teachers of the world will have to accept the challenge of times. If we want to get favourable results we will not find them in the great chancellories of the great nations. For this, we will have to enter the elementary and the secondary schools. We will have to enthuse the lay teacher !







ABOUT THE BOOK

Indian Education today needs fresh and bold thinking, which commodity, however, is very rare to find. Principal Mathur's latest publication "Education and the future of India" is a refreshing departure in this field. He has covered a very wide range of subjects. He writes with force and sincerity".

A. N. MISRA,
D. Litt.
Principal,
Prantya Sikshan
Maha Vidyalaya,
JABALPUR.

